

**Supporting graduate employability from generalist disciplines through employer and private institution collaboration**

**Final report**

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# Supporting graduate employability from generalist disciplines through employer and private institution collaboration

Final Report 2015

**Bond University**

James Cook University  
University of Southern Queensland  
Australian Council for Private Education & Training

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**Bond University**

<http://graduateemployability.com>

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**Final Report 2015**

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Bond University

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## List of acronyms used

AAGE	Australian Association of Graduate Employers
ACPET	Australian Council for Private Education and Training
CADAD	Council of Australian Directors of Academic Development
CAPA	Council of Australian Postgraduate Associations
GCA	Graduate Careers Australia
MNC	Multi-National Corporation
NAGCAS	National Association of Graduate Careers Advisory Services
SME	Small and Medium Enterprise
SPSS	Statistical Package for the Social Sciences

## Definitions

These definitions have emerged from the project team's analysis of interviews and focus groups.

**Graduate Employability** means that higher education alumni have developed the capacity to obtain and/or create work. Furthermore, employability means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce (Hinchliffe & Jolly, 2011; Holmes, 2013; Knight & Yorke, 2004; Yorke, 2006; Yorke & Knight, 2006).

**Graduate Identity** means that higher education alumni have focused understandings of who they are and what particular contributions they have to offer the workforce. In addition, they are able to clearly communicate these personal profiles and branding to employers.

**Co-curricular Activities** have similarities and differences with extra-curricular activities. Extra-curricular and co-curricular activities mean student recreational and/or leisure pursuits that take place outside of regular curriculum or program of disciplinary learning outcomes. These activities are pursued beyond the classroom and/or online learning. Activity examples include university sport, club/society membership and student leadership. Whereas extra-curricular activities are separate and apart from the formal learning program, higher education institutions align co-curricular activities with formal schooling so that such activities are part of the overall learning experience. Co-curricular activities are designed to work in conjunction with the discipline curriculum to support employable graduates.

**Entrepreneurship** means agile and innovative responses to needs and problems, through the formation of small and medium enterprises. Within the context of graduate employability research, entrepreneurship means that higher education graduates are starting-up their own businesses or seeking employment within small and medium enterprises. Organisations and entities, such as the *G20 Young Entrepreneurs' Alliance*, are supporting entrepreneurship as a solution to youth unemployment.

**Intrapreneurship** means the take-up of entrepreneurial principles of agility, innovation and problem solving within established organisations, including Multi-National Corporations.

**Emerging Careers** in the context of graduate employability means that higher education institutions are charged with the responsibility of preparing students for workplaces that are rapidly changing, largely due to digital innovation, and for careers that will be created after they have graduated.

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# Executive summary

## Graduate Employability Issues, Context & Project Aims

Based on 2013 survey data, Graduate Careers Australia reported that graduate employability rates are the lowest they have been in twenty years. Graduates from four disciplines had the lowest rates of full-time employment four-month post degree completion and were therefore highlighted in the national commissioned call for research; these degrees were humanities, computer science, life sciences and visual/performing arts. The aims of this project (commissioned in December 2013) were to:

- achieve a greater clarity on the issues, challenges and contexts of graduate employability;
- identify and review the strategies that have been successfully used to address these challenges;
- create opportunities for the diverse stakeholder groups to share their perspectives; and
- promote strategies that may be used by the various stakeholders to collaborate on improving graduate outcomes.

Graduate Employability means that higher education alumni have developed the capacity to obtain and/or create work. Furthermore, employability means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce (Hinchliffe & Jolly, 2011; Holmes, 2013; Knight & Yorke, 2004; Yorke, 2006; Yorke & Knight, 2006).

The project activities included: reviewing the literature; surveying students, graduates, higher education personnel and employers (705 valid surveys received); conducting in-depth interviews and focus groups (147 participants); and hosting a multi-stakeholder national graduate employability symposium (150 delegates).

## Overall Results

The overall findings of this project were that:

- there is evidence of gaps between the perspectives of students, graduates, employers and higher education personnel in how to approach the overall higher education experience for heightened employability;
- multiple stakeholders stated that the most employable graduates are those who have a broad-based experience, and are able to sell their own personal identity, brand and profile;
- transferable skills and a broad-based student experience are more important than the particular discipline of study for impacting employability;
- higher education personnel (private and public) believe they can bolster graduate employability by promoting/supporting extra-curricular and co-curricular activities and skill development (technical and transferable) through work experience, internships and placements and other types of employability strategies;
- students have a variety of needs, resources and capacities, such that extra-curricular and co-curricular activities and experiences may not be realistic and accessible to all; and

- there are barriers to employment, such as gender, ethnicity and socioeconomic background that may override employability strategies and supports.

### **Key Findings regarding Employability Strategies**

A literature review revealed empirical evidence for a positive relationship between twelve employability strategies and graduate employment. The twelve strategies in alphabetical order by the keywords are: capstone/final semester projects; careers advice and employment skill development; engaging in extra-curricular activities; international exchanges; mentoring; attending networking or industry information events; part-time employment; developing graduate profiles, portfolios and records of achievement; professional association membership/engagement; using social media/networks; volunteering/community engagement; and work experience/internships/placements. Respondents from four stakeholder groups were asked to tick relevant strategies from the list in response to the respective questions:

- *Students* – What strategies are you using to improve your graduate employability?
- *Graduates* – What strategies did you use to improve your employability?
- *Employers* – Which of the following strategies undertaken by students does your organisation value when recruiting graduates?
- *Higher Education Personnel* (educators & career development professionals) – Which of the following employability strategies do you provide for students?

Survey analysis revealed perspective gaps between the four stakeholder groups as to what strategies improve graduate employability.

- **Part-time work** - Whereas the majority of students and graduates ticked this strategy, it was left un-ticked by the majority of employers and higher education personnel.
- **Extra-curricular activities** - The majority of employers and higher education personnel ticked this strategy, and it was left un-ticked by the majority of students and graduates.
- **Internships, placements and work experience** – Only 40% of surveyed higher education personnel ticked this set of strategies, versus 74% and higher for other groups. Follow-up interviews revealed almost unanimous belief in this approach to employability across stakeholder groups, including higher education personnel. The strong majority of interviewees added the proviso that unless there are more financial/human resources, higher education cannot fully support these strategies.

### **Key Findings regarding Graduate Employability Themes**

Eleven key themes emerged through the surveys and were developed through the interviews and focus groups. An extensive case study was written for each and accessible through the OLT website and <http://graduateemployability.com>. A brief description of the key finding for each theme is provided below.

1. **Multi-national corporations** – Graduate employment through multi-national corporations offers the unique work-based learning experience of formal graduate development programs, which are highly esteemed by project participants.
2. **Competitive sport, athletes & employability** – It was the experience of project participants that students who engage in extra-curricular activity, such as sport, experience advantages in graduate employability.
3. **Entrepreneurship** – Project participants expressed a belief that entrepreneurship is an increasingly viable and valuable career pathway for higher education graduates. Project participants stated that higher education support of entrepreneurship is a productive response to changing traditional employment vacancies.
4. **Private institutions** – The importance of establishing strong links with industry through the adoption of both formal and informal approaches was articulated as a key to enhancing graduate employability. Project participants expressed a belief that private institutions are providing leadership through example in this domain.
5. **Career development centres** – The experience of many higher education institutions, as expressed by project participants, is that students visit career development centres too late in their program of studies. Project participants shared examples of higher education institutions strategically embedding career development supports throughout the student learning experience.
6. **Indigenous employment** – Quality learning, teaching and employment outcomes of indigenous students were key concerns of project participants. A salient theme was that heightened employability of indigenous graduates can only be realised when community stakeholders authentically work collaboratively to build initiatives.
7. **Commercial employment enterprises** – Project participants stated that for-profit and fee-for-service career supports can support institutions and/or individual graduates to heighten employability outcomes.
8. **Government** – According to project participants, government departments and agencies are significant employers of Australian graduates. Project participants articulated the importance of preparing students for recruitment and application processes unique to government positions.
9. **Emerging careers** – Project participants observed new careers emerging from technological innovation and change. They articulated the importance of preparing students for careers that do not yet exist, or are not in their fully evolved form.
10. **Generalist disciplines** – Project participants stated that generalist disciplines lead to a broad range of graduate career options. They expressed a belief that generalist disciplines are a viable option for students/graduates.
11. **Graduate attributes** – Project participants stated that graduate attributes are an important domain of the student learning experience, as employability appears to be advanced through a balanced developmental focus on attributes, knowledge, skills and communicated identity.

## Outputs/Deliverables

*Items 1-4 below were contractually agreed and items 5-8 were opportunistic impact additions.*

1. **A final report;**
2. **A supported website (<http://graduateemployability.com>);**
3. **A sustainable network and presentation at the ACPET 2014 conference;**
4. **A national symposium** of good practice with 150 delegates from 21 Australian universities, featuring student, graduate, employer and higher education panels;
5. **A graduate employability framework** portraying a visual representation of the employability factors emerging from the project;
6. **Eleven thematic case studies** (based on in-depth interviews and focus groups with 147 people) presenting employability challenges, strategies and success stories;
7. **A research report for the Business20 Human Capital Taskforce** presenting data, findings and recommendations from 705 diverse stakeholder survey responses; and
8. **Five publications and eighteen presentations** (national and international) including to the Australian Association of Graduate Employers.

# Chapter 1: Literature Review

There is widespread international concern over the employment outcomes of higher education graduates (Smith, 2010; Tran, 2012; Wilton, 2008). In Australia, Graduate Career Australia's (GCA 2014a) report revealed that the number of 2013 bachelor degree alumni, employed full-time four months post-graduation, was the lowest in 20 years. In October 2014, *The Sydney Morning Herald* reported that, since 2012, graduate recruitment to the Australian Public Service Commission had dropped by nearly 25% (Towell, 2014). There is little dispute that the factor most affecting graduate employment outcomes is the state of the economy (GCA, 2014a, 2014b; Yorke, 2006). There is also widespread agreement regarding changes that can be made to higher education which may shift the metaphoric scales to weigh more heavily in the graduates' favour (Barrie, Hughes, Crisp, & Bennison, 2014; Berntson, Sverke, & Marklund, 2006; Oliver & Whelan, 2011). GCA (2014b) reported that more than 1/5 of the surveyed employers stated they would have hired additional employees, depending on "quality, experience and skill of graduate[s]" (p. 8). The graduate employability factors reported to matter most to employers are *soft* and *technical skills* (Finch, Hamilton, Baldwin, & Zehner, 2013; Jackson, 2010, Muhamad, 2012). Many authors raised a concern about a mismatch between the skills graduates have developed through higher education and what they need to succeed in the workforce (Jing, Patel, & Chalk, 2011; Tymon, 2013; Wilton, 2008). Others advocate for large-scale changes to what higher education teaches, how it is taught and how students' achievements are measured (Barrie, Hughes, Crisp, & Bennison, 2014; Fullan & Scott, 2014; Knight & Yorke, 2008; Yorke, 2010).

The problem appearing with regularity in the literature is low graduate employment and the accompanying solution is enhanced *graduate employability* (Holmes, 2013; Tran, 2012). Graduate employability means that higher education alumni have the developed capacity to obtain and/or create work. Furthermore, employability means that institutions and employers have supported the knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce (Hinchliffe & Jolly, 2011; Holmes, 2013; Knight & Yorke, 2004; Yorke, 2006; Yorke & Knight, 2006). There is evidence that with leadership and support (including standards, guidelines and professional development), higher education institutions can embed employability activities within curriculum to improve graduate outcomes (Allen, Bullough, Cole, Shibli, & Wilson, 2013; Barrie, Hughes, Crisp, & Bennison, 2014; Oliver & Whelan, 2011).

The research literature provides evidence that students are expected to do more than study and complete their courses in order to be employable upon graduation; additional employability strategies are necessary in order to secure suitable work (Nagarajan & Edwards, 2014; Rae, 2007; Yorke, 2010). Employability requires collaboration between the four stakeholder groups; **higher education personnel** and **employers** make strategies available, and **students** and **graduates** (alumni) actively initiate and make the most of these strategies (Harvey & Shahjahan, 2013; Walkington, 2014). Published research provides evidence that twelve different types of strategies can increase graduate employability. The strategies are listed in alphabetic order below. The abbreviated form in parentheses is inserted to reference the results tables inserted later in the report.

### **Capstone/final semester projects (Capstone)**

Capstone courses and similar final semester projects seek to ensure the integrity of students' learning by providing an opportunity to bring together the accumulated knowledge and experience of students (Bailey, van Acker & Fyffe, 2013 & 2012; Kift, Butler, Field, McNamara, Brown & Treloar, 2013). Recent attention has concentrated on providing frameworks and practical approaches to integrating capstones into curricula within disciplines including arts (Fuston & Lee, 2014), law and business (Bailey, et al., 2013; Kift-et al., 2013) and across disciplines (Lee, 2014). Collectively these studies provide insights into successful approaches providing a platform for further inter-disciplinary approaches.

### **Careers advice and employment skill development (Careers Advice)**

Career management is an important aspect of employability, addressing an individual's strategies for building a sustainable work profile (Bridgstock, 2009). Careers advice through university-based centres contributes to students' development of employability strategies by providing a range of services to develop skills, such as interviewing practice, preparation of CVs and résumés, engaging in networking opportunities and self-reflection (Kuijpers & Scheerens, 2006). Significant research on the intersection of careers advice and employment skill development is well established in the literature. Bradshaw (2014) described a joint initiative between academic staff in a mathematics department and the university careers centre to enhance employment-related strategies into the curriculum. Both Bridgstock (2009) and Harvey and Shahjahan (2013) explored the relationship of graduate outcomes, career management services and employability. The authors provided and reinforced insights for using curriculum-based approaches to focus students on career management and employment outcomes.

### **Engaging in extra-curricular activities (Extra-curricular)**

Extra-curricular community engagement enhances graduate employability by combining experiential learning, course work and community service (Parker, Myers, Higgins, Oddsson, Price, & Gould, 2009; Poropat, 2011; Watson, 2011). A wide range of activities are reported in the literature including for example community-based service learning (Parker, et al., 2009), citizenship development (Poropat, 2011) and promotion of employability through issuing an award based on extra-curricular involvement (Watson, 2011).

### **International exchanges (Int Exchange)**

International exchange programs are widely promoted as opportunities to acquire experience in a global context and thereby enhance employability (Crossman & Clarke, 2010). Despite this intent, there are contrasting stakeholder perspectives on the role and function of exchanges. Whereas students have described such exchanges as an opportunity for a break from serious study (Forsey, Broomhall, & Davis, 2011), academics have been reported to perceive exchanges as opportunity for broadened cultural understanding and internationalisation of the curriculum. Notwithstanding this discrepant viewpoint, when designed appropriately, international exchanges can encourage student mobility for a globalised workplace, and



develop graduate attributes of intercultural adaptability, global competency and employability related soft skills (Crossman & Clarke, 2010).

### **Mentoring (Mentoring)**

Mentoring is a form of social learning that can scaffold the transition from university to the world of work in that it is a highly engaged, employer involved strategy (Scholarios, et.al., 2008). Industry mentors help students understand and learn about the realities of a workplace and the intended profession (Smith-Ruig, 2013). Mentoring as a strategy to address employability has its roots in business discipline faculties where it has long been a part of practice in conjunction with work-integrated learning activities (Smith-Ruig, 2013).

### **Attending networking or industry information events (Networking)**

Similar to the use of mentoring, networking can facilitate successful transitions between the learning environment of higher education and work through providing opportunities for students and graduates to interact directly with employers (Watanabe, 2004). One approach has been to set up a formal community of practice, comprising students, alumni and industry practitioners, for interaction and continuous learning through shared knowledge (Jing, Patel, & Chalk, 2011).

### **Part-time employment (PT Work)**

It is widely acknowledged that students' participation in part-time employment while studying is becoming more prevalent (Smith, 2009). Combining work with learning can open doorways for students to move into careers in the same industry. Similar to other work experiences, placements and internships, the student is able to develop industry skills as well as soft skills such as team-building and professionalism (Smith, 2009). Whilst the approach of students to their part-time employment is sometimes described as being poorly planned in relation to future employability (Smith, 2009), it is possible to promote and incorporate employment as part of employability strategies, thus maximising its effectiveness (Muldoon, 2009).

### **Developing graduate profiles, portfolios & records of achievement (Portfolios)**

Graduate portfolios, profiles and records of achievement represent a collection of student work evidencing professional skills. Research on portfolios describes their use as both process and evidence of outcomes, or what Oliver and Whelan (2011) described as adoptability and learning analytics. The process of developing portfolios helps students recognise and articulate their graduate identity and employability profile. von Konsky and Oliver (2012) reported that just over half of the students they surveyed perceived improved employability outcomes as a benefit of portfolio adoption. Research on the use of portfolios, profiles and records of achievement in relation to employability has focused on their effectiveness in addressing particular skill sets such as communications (Mills, Baguley, Coleman, & Meehan, 2009), or within discipline areas such as teacher education (Lewis & Gerbic, 2012), or engineering and law (Faulkner, Aziz, Way, & Smith, 2013).

### **Professional association membership/engagement (Prof Assocs)**

The importance of employer involvement in the education process is researched and reported internationally, for example, in Italy (Romenti, Invernizzi, & Biraghi, 2012) and the United Kingdom (Bennett & Kane, 2009; Roodhouse, 2009). Shardlow, Scholar, Munro, and McLaughlin (2012) studied employer engagement in the social work discipline across ten countries, including Australia. Employers may be engaged in the graduate recruitment process by participating in the university's careers events, being involved in funding or offering work placements, course design or contributing to assessment and teaching activities (Friend, 2010; Stanbury, Williams, & Rees, 2009). There is increasing recognition of the importance of professional association memberships and membership invitations extended to students (Fleming, et.al, 2011; Thomas, Inniss-Richter, Mata, & Cottrell, 2013).

### **Social media/networks (Social Media)**

Online social networking is a part of daily life for today's graduates. Harnessing the emergence of online social networking provides a new approach to career management that has been reported as being under-utilised (Benson, Morgan, Filippaios, 2014). This strategy suggests that graduates entering the world of work can improve their employability by being equipped with the extra skill set of targeting their existing social networking skills for career development and thereby using their personal digital literacy (Benson, Morgan, Filippaios, 2014; Rust & Froud, 2011). The targeted social network that appears to be the primary online vehicle for employability networking is LinkedIn (Joyce, 2013; Parez, Silva, Harvey, & Bosco, 2013).

### **Volunteering/community engagement (Volunteering)**

Engaging with volunteering opportunities, whether international or domestic, can be a personally transformative experience (Rothwell, 2013). It is suggested that volunteering is strongly linked to a values-based approach and enhances an individual's leadership and teamwork skills, including resilience, courage and recognising one's impact on others. Volunteering has therefore been reported to augment the suite of employability skills that may have been more explicitly honed through other activities (Rothwell, 2013; Parker, et al., 2009; Watson, 2011).

### **Work experience/internships/placements (Work Experience)**

Work experience, internships and placements are programs designed to provide students with formal, supported practical opportunities in the workplace. Such formal experiences develop both students' technical skill-based capacities and their graduate attributes such as an employee identity (Gracia, 2010). Well-managed practical opportunities help graduates manage the transition from study to work (Stiwne & Jungert, 2010). Internships are positively perceived by employers because they provide opportunities for industry to contribute to training and the implicit curriculum as well as provide an informal probationary experience for prospective employees (Gault, Leach, & Duey, 2010). Continued work is required to ensure that this strategy becomes a key factor in advancing graduate employability. Wilton (2012), for example, wrote "more needs to be understood about the characteristics of a 'good' work placement, which provides not only the opportunity to develop the skills and personal

attributes desirable to employers, but also the means by which such competencies can be demonstrated in an increasingly competitive labour market” (p. 619).

### **Graduate Attributes**

In addition to employability strategies, graduate attributes, which generally include employability capabilities, have had heightened attention in Australia over the last decade (Oliver, 2011). The mission statements of higher education institutions normally include a set of attributes that are based on empirical research (e.g. Harvey, & Shahjahan, 2013) and some of these generally align with the capabilities listed by employers in the 2013 GCA surveys, including: “interpersonal and communication skills,” “passion/knowledge of industry/ drive/commitment/ attitude” and “leadership skills and activities” (GCA, 2014b, p. 27). GCA surveyed employers reported a strong match between these expectations and the attributes of employed graduates.

As a final note concluding this review, throughout the literature, authors advocate due caution in not assuming a cause and effect relationship between employability and employment, as employment rates depend on the strength of the economy and on entrenched inequities in the labour market such as gender, low socioeconomic background and ethnicity. In addition, there are no guarantees that as levels of education rise, there will be an equivalent rise in quality employment (Brown & Tannock, 2009; Carroll, 2011; Kift, 2009; McKay & Devlin, 2014; Simmons, 2009; Wilton, 2011).

*[All References fully cited in Appendix B]*

## Chapter 2: Project Activities

Project activities were managed in three progressive phases.

1. Surveys
2. Interviews & Focus Groups
3. Dissemination, Engagement & Impact

### Phase 1: Surveys

The team designed four complementary versions of a brief survey (attached as Appendix C). A separate colour-coded version of the survey was designed for each of the four stakeholder groups of: students; graduates; higher education personnel (educators, career development professionals, other); and employers. The surveys were designed to take a maximum of five minutes to complete and were available online and in paper format (a single back-to-back A4 page). The surveys were accompanied by an Explanatory Statement and a Consent Form, in order to maintain ethical protocol. The first section of the survey instrument included questions relating to demographics and perspectives about employability. The main component of the four survey instruments asked participants to respond to a checklist of twelve employability strategies that, based on the literature, have been demonstrated to have a positive relationship with employability. Respondents were directed to tick each of the strategies that satisfied the respective survey question below.

**Students** – What strategies are you using to improve your graduate employability?

**Graduates** – What strategies did you use to improve your employability?

**Employers** – Which of the following strategies undertaken by students does your organisation value when recruiting graduates?

**Higher Education** – Which of the following employability strategies do you provide for students?

In total, through seven recruitment strategies (listed below) more than 1500 individuals received a personal invitation to participate in the project and complete a questionnaire. In addition, the surveys were posted on social media and distributed through mass distribution processes rather than individually addressed. The following approaches were used to recruit survey responses.

1. Booths were set-up at two career fairs through the *Australian Association of Graduate Employers* (AAGE - Melbourne and Hobart).
2. Networks were engaged and individually addressed emails were sent to members of the *National Association of Graduate Careers Advisory Services* (NAGCAS) and the *Council of Australian Directors of Academic Development* (CADAD).
3. Institution partners from three Australian universities (Bond University, James Cook University, and University of Southern Queensland) conducted in-house distribution.

4. Visits were made to 11 other universities including: Australian College of Theology, Charles Darwin University, Deakin University, Griffith University, James Cook University, University of Canberra, University of Divinity, University of Sydney, University of Tasmania, University of Technology Sydney, and University of Western Sydney.
5. Representatives from the *Australian Council for Private Education and Training* (ACPET) invited private higher education providers to complete the surveys.
6. Social media was activated, primarily using LinkedIn, Facebook and Twitter.
7. Team members presented the preliminary results of the research at four international conferences and two Australian national forums (Listed in Appendix D). Invitations to participate were presented live at the conferences and through individually addressed follow-up emails post-conference.

A total of 821 responses were received (55% response rate). There were more online (70%) than paper surveys submitted. Of submitted surveys, 705 were valid (86%). The 116 invalid responses were surveys with missing fields and/or repeated submissions from the same respondents.

**Table 1: Survey Responses**

Stakeholder	Valid Surveys Completed	Percentage of Total Number of Surveys	Number of Responses / Response Rates (Including Invalid Surveys)	Percentage Domestic (Within Stakeholder Groups)	Percentage International (Within Stakeholder Groups)
Students	442	63%	800 / 58%	99%	1%
Graduates	102	14%	350 / 39%	91%	9%
Higher Education	108	15%	250 / 59%	87%	13%
Employers	53	8%	100 / 73%	66%	34%
<b>TOTAL</b>	705	100%	1500 / 55%	94%	6%

The survey responses were categorised on a spreadsheet. Descriptive and inferential quantitative analysis was conducted using the Statistical Package for the Social Sciences (SPSS) software. Thematic qualitative analysis was conducted using NVivo, which is a computer software package used to sort, classify and reveal salient themes from qualitative data such as survey comments. NVivo was used in conjunction with a thematic matrix (Appendix E). The project team created the matrix from full literature analysis. NVivo functions allow researchers to test the qualitative validity of theories against the collected data. Employability theory, as represented in the matrix, was compared with the themes emerging from survey comments. The primary challenge of the survey phase was overcoming the analytic constraints resulting from limited sample sizes. While the overall response rate was commendable, some of the specific statistical fields were relatively small and only achieved the requisite size for valid statistical measures of significance, at minimum confidence intervals. The discrepant group sizes also limited the statistical measures that could be applied. The phased project design compensated for the limitations of the survey sample size in that findings emerging from the survey data were explicitly followed-up through interviews and focus groups.

## **Phase 2: In-depth Interviews and Focus Groups**

The aims of the Phase Two activities were:

- to gain a better understanding of the issues and strategies identified in phase 1;
- to gather detailed information to develop a series of case studies of good practice; and
- to develop a series of recommendations that each stakeholder groups could use to enhance graduate employability.

Phase Two was grounded in the findings of Phase One Surveys. Eleven themes derived from NVivo analysis and theoretical matrix alignment of the qualitative survey data: Multi-national corporations; Competitive sport, athletes and employability; Entrepreneurship; Private institutions; Career development centres; Indigenous employment; Employability endeavours; Government; Emerging careers; Generalist disciplines; and Graduate attributes.

Themes were developed into full case studies, through conducting in-depth one-hour interviews and focus groups (147 participants). The participants were primarily identified from the survey respondents. If a respondent had addressed a relevant theme in their narrative survey comments and indicated on their consent form that they were willing to be contacted, then an interview or focus group was scheduled. Participants were also identified through team member networks, snowball referrals and literature searches. All interviews and focus groups were fully transcribed (Questions, Appendix F). A minimum of two team members independently analysed the transcripts, using a worksheet (Appendix G). Shaddock's (2014) approach to analysis was applied whereby team members repeatedly re-read the transcripts, highlighted key themes and quotes and completed a worksheet, inserting verbatim quotes as well as summaries in their own words. The Project Manager confirmed qualitative validity through comparing and contrasting the submitted worksheets. Where there was 80% agreement, she created a unified worksheet and submitted this and the independent

worksheets to case study authors. Where 80% agreement was not achieved, she assigned analysis to further team members.

**Table 2: Interview and Focus Group Participation**

<b>Stakeholder</b>	<b>Interviews</b>	<b>Focus Groups</b>	<b>Focus Group Participants</b>	<b>Total Participants</b>
<b>Students</b>	5	5	22	27
<b>Graduates</b>	8	3	16	24
<b>Higher Education</b>	32	17	48	80
<b>Employers</b>	16	x	x	16
<b>Totals</b>	61	25	86	147

## Chapter 3: Results

Throughout the project phases (literature review, surveys, and in-depth interviews and focus groups, all stakeholder groups expressed a unified concern in the career outcomes of higher education graduates. Published statistics (Figure 1) clearly indicate that graduate employment in all disciplines has declined, and this is particularly problematic for visual and performing arts, life sciences and humanities (Figure 2). The vast majority of research participants expressed a belief that the problem of reduced graduate employability can be overcome through strategic enactment of student employability strategies.

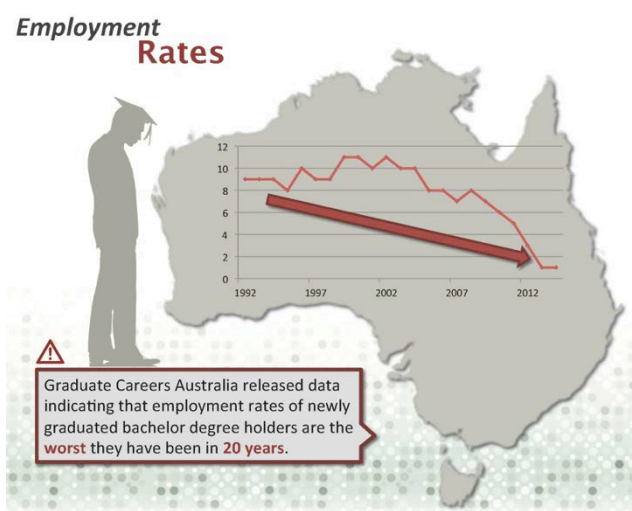


Figure 1: Employment Rates

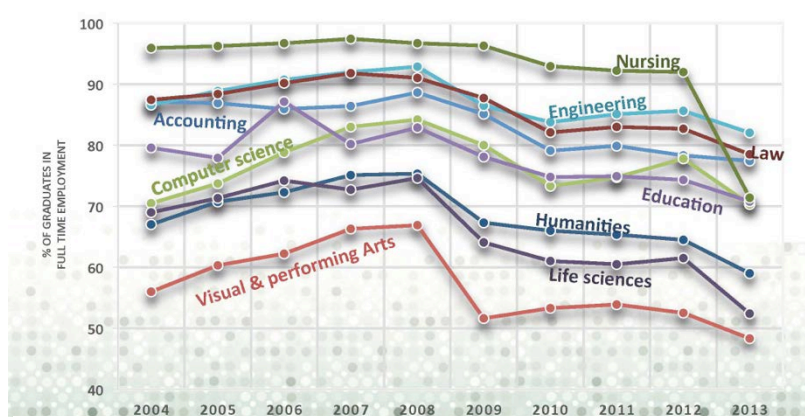


Figure 2: Employment rates by discipline

A literature review conducted in the initial stages of the project revealed empirical evidence for a positive relationship between twelve employability strategies and graduate employment. The twelve strategies in alphabetical order by the keywords are: **capstone/final** semester projects; **careers advice** and employment skill development; engaging in **extra-curricular** activities; **international**

exchanges; **mentoring**; attending **networking** or industry information events; **part-time employment**; developing graduate **profiles**, portfolios and records of achievement; **professional association** membership /engagement; using **social media**/ networks; **volunteering** /community engagement; and **work experience**/ internships/placements. Respondents from four stakeholder groups were asked to tick strategies in response to the respective questions as shown on Figure 3:

Survey responses were plotted by stakeholder group. The percentage of respondents who ticked each of the listed employability strategies in response to the respective survey questions is indicated on Table 3.

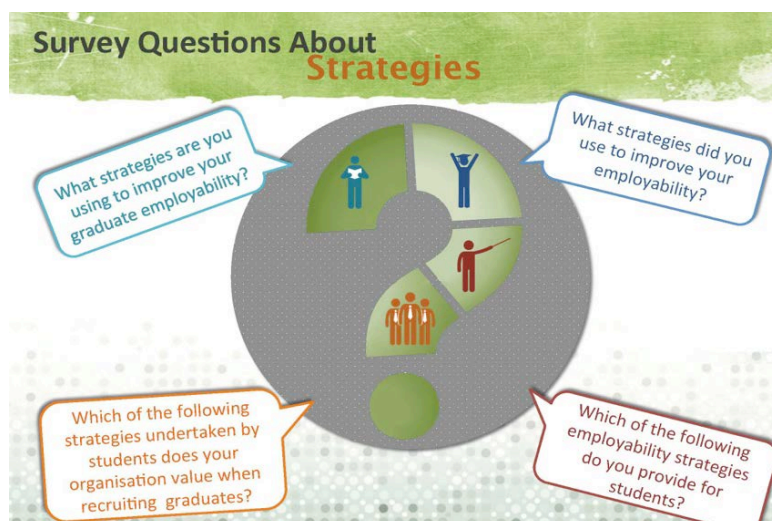


Figure 3: Survey questions relating to strategies



The strategies are indicated by summary words and the full wording as listed on the surveys is listed in the literature review of this report. Where 50% or higher of the respective stakeholder group ticked each strategy, the figure has been highlighted on the table through bolding and shading. For example, 59% of all of the student respondents ticked *careers advice*. Because this figure is over 50% it has been highlighted. Readers are cautioned that sizes between stakeholder groups were highly discrepant. For example, 63 per cent of the survey respondents were students versus only 8 per cent were employers. Differences of only a few percentage points indicating agreement with employability strategies should therefore not be interpreted as definitive. It should be further noted that these survey results were consistent with thematic analysis of interviews and focus groups also conducted as part of this project.

**Table 3: Stakeholder Perspectives on Employability Strategies**

Strategies	Students	Graduates	Higher Education	Employers
Capstone	9%	15%	45%	13%
Careers Advice	<b>59%</b>	47%	<b>64%</b>	28%
Extra-curricular	48%	47%	<b>65%</b>	<b>60%</b>
International Exchange	16%	10%	30%	23%
Mentoring	28%	24%	48%	34%
Networking	49%	<b>52%</b>	<b>51%</b>	40%
Part Time Work	<b>53%</b>	<b>53%</b>	36%	38%
Portfolios	40%	40%	41%	25%
Professional Associations	29%	37%	<b>54%</b>	34%
Social Media	33%	37%	40%	15%
Volunteering	47%	<b>50%</b>	48%	<b>53%</b>
Work Experience	<b>74%</b>	<b>74%</b>	40%	<b>87%</b>

### Supported and unsupported employability strategies

Five of the strategies were ticked by a minority of all four stakeholder groups. Five of the strategies were not ticked by a majority of any of the stakeholder groups. In alphabetical order by the survey wording, these were: capstone/final semester project; developing graduate portfolios, profiles and records of achievement; international exchange; mentoring; and social media/networks. Project participants (interviewees and focus group members) expressed surprise at the absence of *capstone/final semester projects* among the strategies indicated on

the surveys, given the perceived efficacy of this approach among those who had experienced it and consistent with the claims made in education journals (Fernald & Goldstein, 2013; Olsen, Weber & Trimble, 2002; Van Acker, Bailey, Wilson & French, 2014). In order to resolve the mismatch between perceptions and project data, the research team consulted a capstone expert who is engaged in a national fellowship on this topic. Lee (2014) stated that while capstones are gaining in popularity and use across higher education, they are a relatively recent educational approach in many disciplines. Students, employers and many personnel from higher education are not yet familiar with the concept. Further to the terminology challenge, Lee advised that some graduates may have completed capstones without knowing it. Further research might be warranted to see if this approach is identified as an efficacious employability strategy by stakeholders in the future.

Seven of the graduate employability strategies were ticked by the majority of respondents to this survey. Support for these strategies was reiterated throughout the interviews and focus groups. For ease of reference, Table Three is re-shown below, this time with only the employability strategies for which there was evidence in this projects' survey, interview and focus group data that the approaches were perceived as efficacious. As indicated in relation to Table Three, readers are cautioned that sizes between stakeholder groups were highly discrepant. Differences of only a few percentage points indicating agreement with employability strategies should therefore not be interpreted as definitive. It should be further noted that these survey results were consistent with thematic analysis of interviews and focus groups also conducted as part of this project.

**Table 4: Supported Employability Strategies**

<b>Strategies</b>	<b>Students</b>	<b>Graduates</b>	<b>Higher Education</b>	<b>Employers</b>
<b>Careers Advice</b>	<b>59%</b>	47%	<b>64%</b>	28%
<b>Extra-curricular</b>	48%	47%	<b>65%</b>	<b>60%</b>
<b>Networking</b>	49%	<b>52%</b>	<b>51%</b>	40%
<b>Part Time Work</b>	<b>53%</b>	<b>53%</b>	36%	38%
<b>Professional Associations</b>	29%	37%	<b>54%</b>	34%
<b>Volunteering</b>	47%	<b>50%</b>	48%	<b>53%</b>
<b>Work Experience</b>	<b>74%</b>	<b>74%</b>	40%	<b>87%</b>

### **Work experience, internships and placements**

This strategy set was the most prevalent across three stakeholder groups. Among students, 74% indicated that they were using, or planned to use, this strategy. Likewise, 74% of

graduates inserted a tick, indicating that they had participated in this strategy. By a large margin, this strategy set was ticked by employers (87%) as valued when recruiting graduates. A minority of higher education personnel ticked this set of strategies. On the higher education version, the survey question was worded, “which of the following employability strategies do you provide for students?” Notably, the question asked which strategies were provided as opposed to which strategies are valued. Interviews and focus groups as well as review of the literature provided strong evidence that higher education providers perceive value in students undertaking work experience, internships and placements (Bridgstock, 2009; Cumming, 2010). The challenge is that these strategies are expensive and demanding on human resources (Lau, Hsu, Acosta, & Hsu, 2014). The disparity between what the students, graduates and employers responding to these surveys seemingly value and what the responding higher education personnel are providing, seems to indicate that targeted resourcing of higher education should be dedicated in the area of work experience, internships and placements.

### **Part-time work versus extra-curricular activity**

Not all work experiences are equal. Fifty-three percent of surveyed students and the same percentage of graduates indicated that they had participated in part-time work while at university. Neither the majority of higher education personnel nor employers participating in this research ticked the strategy of part-time work. Interview and focus group data indicated the perception among the majority of higher education personnel and employers that while it is necessary for some students to work while at university in order to afford tuition and living expenses, students should be encouraged to carefully calibrate against time to participate in employability strategies. Numerous project participants shared their perception that part-time employment is rarely aligned with the graduates’ future careers and overall is perceived to take away from time available to participate in strategies that authentically develop career experience, such as work experience, volunteering and extra-curricular.

Stakeholder groups showed the opposite trend in regard to *extra-curricular activities* from that of *part-time work*. Higher education personnel and employers ticked this strategy at 65% and 60% respectively. Students and graduates appeared not to associate extra-curricular activities with employability, as indicated by the percentage of those who ticked this as a strategy at 48% and 47% respectively. Two additional themes occurred as salient across interviews and focus groups. First, there was a desire by higher education personnel and employers to make students aware of the importance of extra-curricular activities to their employability and to encourage graduates to list these experiences on the employment applications and draw upon them in responding to interview questions. Second, numerous project participants drew a distinction between extra-curricular and co-curricular activities, stating that the latter has been insufficiently developed and supported in higher education. Project participants explained that co-curricular activities have similarities and differences with extra-curricular activities. Extra-curricular and co-curricular activities mean student recreational and/or leisure pursuits that take place outside of the regular curriculum or program of disciplinary learning outcomes. These activities are pursued beyond the classroom and/or online learning. Activity examples include university sport, club/society membership and student leadership. Whereas extra-curricular activities are separate and apart from the formal learning program, interviewed

higher education personnel described experiences in which their institutions were aligning co-curricular activities with formal curriculum so that such activities are part of the overall learning experience. For example, multiple stakeholders described the program requirement for volunteer work alongside formal units or subjects. Through assessment, such as journals and presentations, students reported and applied their experiences to the curriculum. Feedback from employers supported students to articulate the ways in which these experiences translated into employability skills. Co-curricular activities are designed to work in conjunction with the discipline curriculum to support employable graduates.

Further details of the supported employability strategies are available on the project website, which includes eleven case studies of employability themes emerging in this project. The case studies, written with sections for the four stakeholder groups of students, graduates, employers and higher education educators and career development professionals, are accessible via the OLT website and <http://graduateemployability.com>

The eleven case study themes are:

1. Multi-national corporations
2. Competitive sport, athletes & employability
3. Entrepreneurship
4. Private institutions
5. Career development centres
6. Indigenous employment
7. Commercial employment enterprises
8. Government
9. Emerging careers
10. Generalist disciplines
11. Graduate attributes

### **Recommendations for Future Action (Applicable to All Disciplines)**

The commissioned project team derived recommendations for students, graduates, higher education personnel (educators and career development professionals) and employers. Each has an important role to play in heightening graduate employment outcomes. These recommendations are evidence-based and emerging directly from the project activities of literature review, survey research (705 completed surveys), and interviews and focus groups (with 147 people).

#### ***Students***

- Start early, such as in your first semester.
- Participate in work experience, placements and internships.
- Join in extra-curricular and co-curricular activities (e.g. student societies, clubs and competitive sport).
- Get to know your professors and your career development centre personnel.

***Graduates***

- Choose a few prospective employers, do your research and tailor your applications.
- Carefully proof read and edit all application forms.
- Participate in industry graduate initiatives when offered.
- Know yourself and practice articulating your personal employability brand.

***Higher Education Personnel***

- Support increased opportunities for student work experience, placements and internships.
- Explicitly articulate the relevant graduate employability skills in the learning outcomes for every subject.
- Design authentic assessment activities, aligned with industry practices, standards and approaches.
- Know your disciplines career options and outcomes and be explicit about career pathways.

***Employers***

- Offer work experience, placements and internships.
- Make yourself available to your local universities, educator providers and/or online.
- Prioritise and facilitate the transition and adjustment of new employees and graduates.
- Invite and value innovation and entrepreneurship.
- Support new employees to meet senior management and rotate them between divisions so they can better understand their role and your business.

***Australian Government***

- Contribute to employability schemes to create more graduate vacancies.
- Provide further funding to higher education and employers (particularly to those who have particular needs such as small and medium enterprises) for internships, placements and work experience.

## Chapter 4: Meaning & Implication of Results

The Office for Learning and Teaching posed seven questions in the call for 2013 proposals for commissioned projects on Graduate Employability. This chapter features responses to these questions deriving from the literature, survey, interview and focus group data.

*1. Are there differences between those graduates from professionally accredited courses and those graduating from generalist degrees? Are there differences across disciplines?*

These questions from the call for proposals were researched through asking the following questions in interviews and focus groups. Is it advisable for students to enrol in generalist degrees such as arts and humanities when employment rates overall are low? Is it viable and responsible for higher education institutions to offer these degrees in this economy? Furthermore, are there particular strategies that should be extended to enhance the employability of graduates from generalist degrees? GCA 2013 data showed that graduates from four degrees had the lowest rates of employability; starting with the lowest and progressing, these are visual/performing arts, life sciences, humanities and computer science. Notably, there are varying perspectives in the literature regarding whether computer science can be considered a generalist degree. Data from this project supports the continued viability of the four specified degrees. A strong majority of the 53 surveyed employers and all of the 16 interviewed employers stated that they hire graduates with these degrees without hesitation. The proviso, volunteered by the strong majority of interviewed employers, was that there are positions for which they require expert training and/or professional certification, but that there are plenty of other opportunities. The interviewed employers shared that they had experienced success hiring graduates with these degrees in that these students tended to be less narrowly focused, positively well-rounded and less inclined to spend all of their time studying. Both interviewed employers and graduates stated that these degrees tend to keep more work options available. Graduates said that it is a mistake to choose a discipline based on the employment rates, because there are no guarantees, even for careers that are supposed to top the employment rate statistics, such as engineering. Regardless of whether students were enrolled in these or professionally accredited courses, the same keys to employability were repeated in almost every employer interview. Students need to develop skill sets. These need to be in technical skills such as the more popular productivity software applications and in soft skills, particularly leadership, innovation and communication. The way to develop these skills, according to employers, is to participate in extra and co-curricular activities such as sport, student societies and volunteering, and to pursue and succeed in internships and other formal work experience.

*2. How do private higher education providers assist students to obtain workplace skills?*

Common themes were evident across student, graduate, higher education and employer interviews and focus groups in the context of private providers. First, some project participants observed that private providers tend to be more expensive and students/graduates thereby have heightened expectations for impact-rich support services and outcomes. Often, smaller class sizes and low teacher/student ratios mean that employability profiles and supports can be personalised, and usually were within the discussed programs. Furthermore, private Supporting graduate employability from generalist disciplines through employer and private institution collaboration 20

institutions often offer boutique educational programs in niche markets. *Employability* often has a different meaning, within the context of private providers, in that many students arrive with a particular career in mind because the provider is known for this area, industry connections are often well-established and work-based learning is more common, in that employees are accessing the provider for further credentials or certification.

*4. What are the generic skills to be assumed of a graduate and what do they encompass?*

The majority of informants across all four types of stakeholder groups stated that employability skills are rarely developed solely *within* subjects. Participants advocated that expectations for student academic work need to be kept in perspective; participants argued that students should not be overloaded with study so that they have time and energy to engage in co-curricular activities and internships. It is these activities that employers experience as scaffolding graduate entrepreneurial skills of problem solving, innovation, imagination, communication (selling their ideas) and networking.

*5. What knowledge, skills and attributes in graduates is it reasonable for employers to expect universities to teach?*

Without knowing the vernacular of the paradigm shift in higher education whereby teaching is considered whatever it takes to help students learn, employers consistently espoused this philosophy. Interviewed employers shared that industry needs to be a partner in the educational experience, assessment needs to be authentic, helping students build skill sets such as by designing websites and social media, and learners need to be invited to have a well-rounded student experience, as part of curriculum, rather than as a guilty pleasure.

*6. Are students leaving universities with the generic skills they need?*

Overall, employers were pleased with the graduates they had hired, but felt that they had to sort through numerous applications to find the suitable recruits. Interviewed graduates varied in their perspective. Two statements were repeatedly heard. One was that internships were a requirement, but there were inadequate support services to help students' secure suitable placements and then negotiate a quality experience. The second recurring statement was that the higher education institution provides employability supports to promote a well-rounded experience, but students do not realise they need these services until it is too late. Those graduates who did pursue early access to quality supports reported leaving university with the generic skills they needed.

*7. Is there a disjunction between what employers say they want and what they mean?*

The message from employers was consistent across surveys, interviews, reference group meetings and symposium participation. The employer message was well-known to the graduates who participated in interviews and focus groups. Progressive educators, who engage on a regular basis with industry, also knew this message. The problem appears to be, not that employers have been ambiguous or contradictory, but that higher education has not appeared to listen and/or act. In order to be employable, students need to develop skill sets of both soft and technical skills. Only some of these skills can be developed within subjects. Employers thereby believe that higher education should develop well-rounded graduates who have the time and supports to pursue co-curricular activities and internships.

## Chapter 5: Outputs/Deliverables

1. **Final report;**
2. **A supported website** documenting case studies and providing video presentations of good practice (<http://graduateemployability.com>);
3. **A sustainable network and presentation at the Australian Council for Private Education and Training 2014 conference;**
4. **A national symposium** of good practice with 150 delegates from 21 Australian universities attending a 2-day event featuring student, graduate, employer and higher education panels;
5. **A student-centred graduate employability framework** portraying a visual representation of the factors improving graduate employability, accompanied by a ten-point narrative explanation;
6. **Eleven thematic case studies** (based on in-depth interviews and focus groups with 147 people) presenting employability challenges, strategies and success stories written for students, graduates, employers and higher education educators and career development professionals;
7. **A research report for the Business20 Human Capital Taskforce** presenting data, findings and recommendations from 705 survey responses from diverse stakeholders;
8. **Engagement with the 2014 G20** including roles with the G20 research group and media room attendance at the G20 summit and at the G20 young entrepreneurs summit; and
9. **Five papers and eighteen presentations.** Ten of the presentations were invited addresses and eight were at peer-reviewed conferences, three of which had full published conference proceedings. Venues included the Australian Association of Graduate Employers and international conferences in England, Hong Kong, Ireland and Japan. While in England, the project manager interviewed the renowned international expert on graduate employability, Mantz Yorke. Of the papers, two are under peer review with top-tier journals. All presentations and papers will be available via the website once copyright approval has been granted for each. .

This project has had immediate impact on graduate employability and on student and educator learning. In addition, the project has created collaborations and synergies that are predicted to have long-term impact on employment rates and quality as well as improved awareness and pedagogical alignment of perspectives between students, graduates, employers, educators and career development professionals. Examples of immediate project impact are: twelve Bond University student interns were recruited and supervised to write compliance reports for the G20 Research Group, which is a global network of scholars, students and professionals in the academic, research, media, business, non-governmental and governmental communities, who follow the work of the G20 finance ministers and central bank governors; the project team leaders have accepted post-project invitations to provide dissemination workshops titled *Eight*



*ways to enhance your students' graduate employability* for academics at La Trobe and James Cook universities as well as at the Australasian Council of Deans of Arts, Social Sciences and Humanities 2015 conference and the Graduate Employability Africa 2015 conference in Johannesburg; and the project team leaders are on the reference groups of two awarded OLT national fellowships. Two examples of predicted long-term impact are: first, the project leaders are planning an extension project with the CEO of Australian University Sport, a collaboration that commenced with this project; and second, at the national symposium, participants were invited to write six-month employability goals and to provide their email address for follow-up; contact at six months revealed substantive emerging activity and outcomes.

## Chapter 6: Impact

Table 5: Impact

<b>Changes (evidenced and anticipated) at:</b>	<b>Project completion</b>	<b>6 months post completion</b>	<b>12 months post completion</b>	<b>24 months post-completion</b>
<b>(1) Team members</b>	New partnerships, strengthened CVs & stronger understanding of employability	Peer-reviewed journal papers submitted for publication consideration	Peer-reviewed journal papers published and are cited in other publications	Project work provides evidence for team member academic promotion
<b>(2) Immediate students/ graduates</b>	Registered for career development services	Higher proportion of students accessing services earlier	More students participating in internships & co-curricular	Higher rates of employment 4 months post-graduation
<b>(3) Spreading the word</b>	3752 views to project website	10000 views to project website	Institutions sending URL	Website primary site
<b>(4) Narrow opportunistic adoption</b>	New internships for students at partner institutions e.g. G20 Research	Partners invited to present at one another's institutions		
<b>(5) Narrow systemic adoption</b>	Enabling actions added to partner institutions' strategic plans to advance employability	Case studies used for student and staff professional development in partner institutions	Professional development on embedding employability in curriculum	
<b>(6) Broad opportunistic adoption</b>	Research reported by the B20 Human Capital Taskforce to the G20 Summit	Employers met at Symposium re-engage with participating institutions for recruitment	Presentations at multiple universities and at DASSH conference	Collaboration with leading entrepreneurs in incubation projects
<b>(7) Broad systemic adoption</b>		Initial national response to project recommendations	Extension project commenced with CEO of Australian University Sport	Higher government investment in internships

## Chapter 7: Lessons Learned (about OLT Projects)

National, multi-institution Office for Learning and Teaching projects, not only produce outputs, outcomes, impact and learning opportunities in the context of the specific topic, but also regarding the overall experience of applied learning and teaching research.

These are the primary lessons learned by this team, to be applied in future projects by team members and openly shared with future teams.

1. Recruit an experienced, energetic and unflappable Project Manager. Our Team is forever indebted to Madelaine-Marie Judd: for her smiling presence, no matter how close deadlines approached; for being assertive, insistent and yet always respectful and polite; and for being multi-skilled and talented, from interviewing to budgeting, to representing us at the G20 Summit. In short, Madelaine-Marie set the graduate employability bar high and fulfilled all of our expectations.
2. Develop clear and transparent processes with the Office of Research Services, or equivalent service unit managing the budget and financial transactions. Ask detailed questions such as how often the budget will be updated, how transactions will be coded and where Project Leaders and Managers can access detailed transaction reports.
3. Clearly specify the roles and responsibilities of team members on the proposal. Include who is responsible for recruiting how many participants in project activities and who is responsible for what extent of writing on output documents.
4. Participants in project activities and dissemination/engagement events are not effectively recruited via digital announcements even when distributed by large networks. One of the criteria for selecting project team members should be that they are willing to use their networks (including at their own institutions) to spread the word and invite participation.
5. In our Project Proposal we specified that we planned to group interview employers through focus groups, but found that the employers participating in our project were more amenable to individual one-to-one interviews.
6. Involve and invite the collaboration of other commissioned project teams throughout the project activities and particularly in dissemination and engagement. For example, the Project Leaders of the three commissioned project teams presented at the National Graduate Employability Symposium of the Bond-led project. Expectations and clear guidelines for Cluster Group participation should be established as early as possible, preferably described within the Call for Proposals.

## Appendix A: Lead Institution Certification

### ***Certification by Deputy Vice-Chancellor (or equivalent)***

I certify that all parts of the final report for this OLT grant/fellowship (remove as appropriate) provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: Professor Keitha Dunstan  
Pro-Vice Chancellor (Learning and Teaching)

Date: 30/01/2015

## Appendix B: References

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## Appendix C: Surveys



### Graduate Employability Success Story Questionnaire: Students

This questionnaire has been designed to collect information for a study on higher education graduate employability commissioned by the Australian Office for Learning and Teaching (SP13-3239).

Graduate Employability involves the knowledge, skills and attributes that will lead to career success for graduates.

Name:	Mobile:
Email address:	
Contact will be made with a subset of questionnaire respondents in a later phase of the research. If selected, would you agree to participate? <input type="checkbox"/> Yes <input type="checkbox"/> No	

1) Name of Institution:

2) What was your area or discipline of study?

- ☐ Humanities ☐ Visual/Performing Arts ☐ Life Sciences ☐ Computer Science
- ☐ Combined/Double Degree If Combined/Double Degree, please specify:
- ☐ Other If Other, please specify:

3) Major/Specialisation:

4) Have you secured graduate employment at this time?

- ☐ Yes ☐ No ☐ Don't Know

5) If Yes, is it in your preferred area of study?

- ☐ Yes ☐ No



6) What strategies are you using to improve your graduate employability?

- ☐ Work experience / Internships / Placements
- ☐ Careers advice and employment skill development
- ☐ Developing graduate portfolios, profiles and records of achievement
- ☐ Mentoring
- ☐ Attending networking or industry information events
- ☐ Engaging in extra-curricular activities
- ☐ Professional association membership/engagement
- ☐ Volunteering / community engagement
- ☐ Part time employment
- ☐ Social media / networks
- ☐ International Exchange
- ☐ Capstone / Final Semester project
- ☐ Other - please specify:

7) Is there anything else that you would like to tell us about graduate employability?

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Thank you for participating in this research and thus contributing to the employability of Australian graduates!

## Graduate Employability Success Story Questionnaire: Graduates

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Please complete this survey if:

- 1) You are **currently employed** on the basis of the degree you have recently completed, or
- 2) You are **seeking employment** in the field of your most recent degree.

This questionnaire has been designed to collect information for a study on higher education graduate employability commissioned by the Australian Office for Learning and Teaching (SP13-3239).

Graduate Employability involves the knowledge, skills and attributes that will lead to career success for graduates.

Name:	Mobile:
Email address:	
Contact will be made with a subset of questionnaire respondents in a later phase of the research. If selected, would you agree to participate? <input type="checkbox"/> Yes <input type="checkbox"/> No	

1) Name of Institution:

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2) What was your area or discipline of study?

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Humanities             | <input type="checkbox"/> Visual/Performing Arts | <input type="checkbox"/> Life Sciences | <input type="checkbox"/> Computer Science |
| <input type="checkbox"/> Combined/Double Degree | If Combined/Double Degree, please specify:      |  |   |
| <input type="checkbox"/> Other                  | If Other, please specify:                       |  |   |

3) Major/Specialisation:

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4) Have you secured employment in your area of study at this time?

- ☐ Yes ☐ No
-

5) What strategies did you use to improve your employability?

- ☐ Work experience / Internships / Placements
- ☐ Careers advice and employment skill development
- ☐ Developing graduate portfolios, profiles and records of achievement
- ☐ Mentoring
- ☐ Attending networking or industry information events
- ☐ Engaging in extra-curricular activities
- ☐ Professional association membership/engagement
- ☐ Volunteering / community engagement
- ☐ Part time employment
- ☐ Social media / networks
- ☐ International Exchange
- ☐ Capstone / Final Semester project
- ☐ Other - please specify:

6) Is there anything else that you would like to tell us about graduate employability?

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Thank you for participating in this research and thus contributing to the employability of Australian graduates!



## Graduate Employability Success Story Questionnaire: Higher Education

This questionnaire has been designed to collect information for a study on higher education graduate employability commissioned by the Australian Office for Learning and Teaching (SP13-3239).

Graduate Employability involves the knowledge, skills and attributes that will lead to career success for graduates.

Name:		Work phone:	Mobile:
Position/Title:			
Email address:			
Institution:		URL:	
Type of Institute:	Private	Public	
Contact will be made with a subset of questionnaire respondents in a later phase of the research. If selected, would you agree to participate? <input type="checkbox"/> Yes <input type="checkbox"/> No			

1) Which of these disciplines best describes your field?

- ☐ Humanities
 ☐ Visual/Performing Arts
 ☐ Life Sciences
 ☐ Computer Science
- ☒ Other
 If Other, please specify:

2) Which of the following employability strategies do you provide for students?

- ☐ Work experience / Internships / Placements  
☐ Careers advice and employment skill development  
☐ Developing graduate portfolios, profiles and records of achievement  
☐ Mentoring  
☐ Attending networking or industry information events  
☐ Engaging in extra-curricular activities  
☐ Professional association membership/engagement  
☐ Volunteering / community engagement  
☐ Part time employment  
☐ Social media / networks  
☐ International Exchange  
☐ Capstone / Final Semester project  
☐ Other - please define:



Australian Government



Office for  
Learning & Teaching

3) What are some of the jobs in which your graduates have gained employment?

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4) Would you say that the jobs are directly related to the graduates' discipline of study?

☐ Yes ☐ No ☐ Don't Know

5) If yes, which discipline/s?

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6) Do you have a specific employability success story you would like to share?

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7) Is there anything else you would like to tell us about graduate employability?

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Thank you for participating in this research and thus contributing to the employability of Australian graduates!

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## Graduate Employability Success Story Questionnaire: Employers

This questionnaire has been designed to collect information for a study on higher education graduate employability commissioned by the Australian Office for Learning and Teaching (SP13-3239).

Graduate Employability involves the knowledge, skills and attributes that will lead to career success for graduates.

Name:		Work phone:		Mobile:	
Position/Title:					
Email address:					
Organisation:			URL:		
Type of Organisation:	Private	Government	Non-Profit	Semi-Government	Other
Sector / Industry:					
Contact will be made with a subset of questionnaire respondents in a later phase of the research. If selected, would you agree to participate? <input type="checkbox"/> Yes <input type="checkbox"/> No					

1) From which of these disciplines have you/are you likely to employ graduates?

- ☒ Humanities
 ☒ Visual/Performing Arts
 ☒ Life Sciences
 ☒ Computer Science
- ☒ Other
 If Other, please specify:

2) What are some of the jobs you hire graduates for? Please list the job titles below.

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3) Would you say that the jobs are directly related to a discipline of study?

- ☐ Yes
 ☐ No
 ☐ Don't Know

4) What distinguishes a top-performing graduate from the average graduate in your organisation?

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5) Which of the following strategies undertaken by students does your organisation value when recruiting graduates?

- ☐ Work experience / Internships / Placements
- ☐ Careers advice and employment skill development
- ☐ Developing graduate portfolios, profiles and records of achievement
- ☐ Mentoring
- ☐ Attending networking or industry information events
- ☐ Engaging in extra-curricular activities
- ☐ Professional association membership/engagement
- ☐ Volunteering / community engagement
- ☐ Part time employment
- ☐ Social media / networks
- ☐ International Exchange
- ☐ Capstone / Final Semester project
- ☐ Other - please specify:

6) Do you have a specific employability success story you would like to share?

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7) Do you have a graduate development program? What are the key strategies that you use in this program?

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8) Is there anything else you would like to tell us about graduate employability?

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Thank you for participating in this research and thus contributing to the employability of Australian graduates!

## Appendix D: Papers and/or Presentations

n= 34 (5 HERDC, 2 Papers, 1 Report, 18 Presentations, 11 Case Studies)

### HERDC (5)

- Kinash, S., Crane, L., Schulz, M., Dowling, D., & Knight, C. (2014, April). *Improving graduate employability: Strategies from three universities*. Published conference proceedings from IICE 2014: Ireland International Conference on Education, Dublin, Ireland.
- Kinash, S., Crane, L., Judd, M-M., Knight, C., & Dowling, D. (2015, July). *What students and graduates need to know about graduate employability: Lessons from National OLT research*. Published conference proceedings from the Higher Education Research and Development Society of Australasia Annual Conference: Learning for life and work in a complex world, Melbourne, VIC, Australia.
- Kinash, S. & Crane, L. (2015, May). *Enhancing graduate employability of the 21<sup>st</sup> century learner*. Published conference proceedings from the International Mobile Learning Festival, Hong Kong.
- Kinash, S., Knight, D., McLean, M., Crane, L., Dowling, D., Knight, C., Mitchell, K., & Schulz, M. (submitted for peer review). Researching diverse perspectives on graduate employability strategies through an online and paper survey methodology. *International Journal of Technology and Inclusive Education*.
- Kinash, S., Crane, L., Judd, M-M., & Knight, C. (submitted for peer review). Discrepant stakeholder perspectives on graduate employability strategies. *Higher Education Research and Development*.

### Popular Press / Trade Magazines (2)

- Kinash, S. (2014). Rehabilitating elephants: Higher education futures Australia. *Education Technology Solutions*, 62, 54-57.
- Kinash, S. (2014). Using technology to turn a university degree into a job: Starting in secondary school. *Education Technology Solutions*, 60, 57-62.

### Peer-Reviewed Research Report (1)

- Kinash, S., Crane, L., Knight, C., Dowling, D., Mitchell, K., McLean, M., & Schulz, M. (2014). *Global graduate employability research: A report to the Business20 Human Capital Taskforce*. Gold Coast, QLD Australia: Bond University. Retrieved from: [graduateemployability.com](http://graduateemployability.com)

### Refereed (From Abstract) Conference Presentations (5)

- Kinash, S. (2014, August). *Enhancing graduate employability through Blackboard learning technologies*. Paper presentation at Blackboard Learning & Teaching Conference ANZ, August 25-27, 2014. Gold Coast, QLD, Australia.
- Kinash, S., Crane, L., & Judd, M-M. (2015, May). Australian National Graduate Employability Research: Implications for Higher Education Assessment. Poster Presentation at Assessment for Learning in Higher Education, Hong Kong.
- Kinash, S., Crane, L., Schulz, M., Dowling, D., Hougaz, L., Knight, C., McLean, M., & Mitchell, K. (2014, April). *Using learning and connecting technologies to improve university student employability*. Published conference proceedings from ACTC 2014: The Asian Conference on Technology in the Classroom, Osaka, Japan.

Kinash, S., Crane, L., Schulz, M., Dowling, D., Hougaz, L., Knight, C., McLean, M., & Mitchell, K. (2014, May). *Learning from the employability successes of other universities: Analysis and recommendations from a National study*. Presentation to IREG Observatory on Academic Ranking and Excellence, May 14-16, 2014. London, England.

Dowling, D., Kinash, S., Crane, L., Judd, M-M., Knight, C., Mitchell, K., & McLean, M. (2014, August). *Graduate employability and private higher education*. Paper presentation at Asia Pacific International Education Forum, August 27-29, Freemantle, WA, Australia.

### **Invited Addresses (Including Keynotes) (10)**

Kinash, S. (2015). Redesigning the student experience to centre around students' employment needs. *Strategy for International Student Growth: Delivering sustainable growth in international student recruitment*. March 29-30, Melbourne, Victoria.

Kinash, S. (2015). Developing a personalised learning experience to overcome the crisis of graduate employability. *Reshaping the Student Experience: Adapting to a consumer-driven deregulated market*. March 25-26, Melbourne, Victoria.

Kinash, S. (2015). *8 steps to enhancing your students' graduate employability*. Invitational workshop for James Cook University. February 23, Townsville & Cairns (video), Queensland.

Kinash, S. (2015). **Employability Stream Chair & Presenter** - Co-curricular for graduate employability. *Future of Learning in Higher Education Summit*. February 16-17, Sydney, New South Wales.

Crane, L., Kinash, S., Dowling, D., Knight, C., Judd, M.-J., McLean, M., & Mitchell, K. (2014) Best practice strategies for improving graduate employability. *2<sup>nd</sup> Annual Informa Student Experience Conference*. December 9-10, Brisbane, Australia.

Kinash, S. (2014). Presentation of National Graduate Employability Research and National Student Evaluation Research. *Council of Australian Directors of Academic Development*. October 23-24, Sydney, Australia.

Kinash, S. (2014) **Symposium Chair & Panelist** – National graduate employability research. *Graduate Employability Symposium* (Dissemination/Impact Event of Australian Government, Office for Learning and Teaching Commissioned Project), October 17-18, Gold Coast, Queensland.

Kinash, S. (2014). **Keynote Address** - Rehabilitating elephants: Higher education futures Australia & Workshop A: How to develop a personalised learning experience. *Innovations in personalised learning: Reconceptualising institutional strategy to drive student success*, Criterion, July 29-30, Melbourne, Australia.

Billett, S., Bennett, D., Jollands, M., Kinash, S., & Lee, N. (2014). Graduate employability and productivity. Invited panel presentation for *Learning and teaching for our times. Higher education in a digital era*. June 10-11, Sydney, Australia. Australian Government Office for Learning and Teaching.

Mitchell, K. (2014). Graduate employability: OLT commissioned project results. Invited presentation for *The 27<sup>th</sup> annual AAGE graduate recruitment and development conference*. October 28-30, Sydney, Australia. AAGE.

## Case Studies Led and Co Authored (11)

(Presented in order of the series rather than alphabetically)

- Kinash, S., Crane, L., Judd, M-M., Knight, C., McLean, M., Mitchell, K., Dowling, D., Schwerdt, R., & Lovell, C. (2015). *Case studies to enhance graduate employability: Multi-national corporations*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>
- Kinash, S., Crane, L., Judd, M-M., Knight, C., McLean, M., Mitchell, K., Dowling, D., Schwerdt, R., & Lovell, C. (2015). *Case studies to enhance graduate employability: Competitive sports, athletes and employability*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>
- Judd, M-M., Kinash, S., Crane, L., Knight, C., McLean, M., Mitchell, K., Dowling, D., Schwerdt, R., & Lovell, C. (2015). *Case studies to enhance graduate employability: Entrepreneurship*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>
- McLean, M., Kinash, S., Crane, L., Judd, M-M., Knight, C., Mitchell, K., Dowling, D., Schwerdt, R., & Lovell, C. (2015). *Case studies to enhance graduate employability: Government as employer*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>
- Dowling, D., Lovell, C., Kinash, S., Crane, L., Judd, M-M., Knight, C., McLean, M., Mitchell, K. & Schwerdt, R. (2015). *Case studies to enhance graduate employability: Private institutions*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>
- Mitchell, K., Judd, M-M., Kinash, S., Crane, L., Knight, C., McLean, M., Dowling, D., Schwerdt, R., & Lovell, C. (2015). *Case studies to enhance graduate employability: Careers services*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>
- Knight, C., Kinash, S., Crane, L., Judd, M-M., McLean, M., Mitchell, K., Dowling, D., Schwerdt, R., & Lovell, C. (2015). *Case studies to enhance graduate employability: Indigenous employment and supports*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>
- Crane, L., Kinash, S., Judd, M-M., Knight, C., McLean, M., Mitchell, K., Dowling, D., Schwerdt, R., & Lovell, C. (2015). *Case studies to enhance graduate employability: Commercial employment enterprises*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>
- Judd, M-M., Knight, C., Lovell, C., Kinash, S., Crane, L., McLean, M., Mitchell, K., Dowling, D., & Schwerdt, R. (2015). *Case studies to enhance graduate employability: Generalist disciplines*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>
- Lovell, C., Kinash, S., Judd, M-M., Crane, L., Knight, C., McLean, M., Mitchell, K., Dowling, D., & Schwerdt, R. (2015). *Case studies to enhance graduate employability: Graduate attributes*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>
- Mitchell, K., Judd, M-M., Kinash, S., Crane, L., Knight, C., McLean, M., Dowling, D., Schwerdt, R., & Lovell, C. (2015). *Case studies to enhance graduate employability: Emerging careers*. Sydney, Australia: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>

## Appendix E: Survey Analysis Rubric

*Peer Review Criteria Rubric for Assessing Graduate Employability Strategies for Further Investigation*

**Table 6: Survey Analysis Rubric**

Criteria	Strong candidate for inclusion 3 points	Moderate candidate for inclusion 2 points	Weak candidate for inclusion 1 point
Alignment with one of the seven key strategies (described on p.7 of proposal)	The described strategy clearly aligns with one of the seven strategies supporting graduate employability.	The described strategy includes descriptions of elements of one or more of the seven strategies.	The described strategy is difficult to classify as a particular approach to graduate employability.
Innovation	The described strategy is clearly innovative and compelling in its implementation.	The described strategy has elements of intrigue, but overall, does not seem to be distinctive.	The described strategy seems to be an ordinary approach that any student should experience.
Robustness	The described strategy is rich and detailed, with lots of scope for further investigation.	The described strategy is moderately detailed and there may or may not be room for further investigation.	The described strategy is minimal and/or dot-point and does not appear to warrant further investigation.
Impact	The described strategy has application to more than 100 students, graduates or employees.	The described strategy has application to between 50 and 99 students, graduates or employees.	The described strategy has application to less than 50 students, graduates or employees.
Disciplines	The described strategy is in the specific context of humanities; visual / performing arts; life sciences; or computer science.	The described strategy is not in the context of the target disciplines but appears to have application to one or more of them.	The described strategy is not in the context of the target disciplines and does not appear to have application to any of those disciplines.
Sustainability & Development	The described strategy clearly has long-term sustainability; has been developed over a minimum of three years.	The described strategy has been implemented for less than three years, but there is indication that it may be sustainable.	The described strategy is short-term and time-limited. And/or it was attempted once or twice and then not developed further.

<b>Criteria</b>	<b>Strong candidate for inclusion 3 points</b>	<b>Moderate candidate for inclusion 2 points</b>	<b>Weak candidate for inclusion 1 point</b>
Evidence	There are clear key performance indicators that this strategy supports graduate employability outcomes.	Key performance indicators have not been clearly defined, but nevertheless, there is evidence that the strategy is working.	There are no key performance indicators and no evidence that the strategy is working.

Assessors will rate each criterion and tally an overall score. Respondents submitting initial descriptions scoring 15 or more points on the Criteria Rubric by a minimum of two assessors will be approached to work with the project team to develop at least 10 full case studies.

# Appendix F: Interview & Focus Group Questions

## Graduate Employability OLT Project

### Questions for Students (Interviews & Focus Groups)

1. Describe your current student experience.  
University? Faculty? Program? Undergraduate or Postgraduate? Full-time or Part-time?  
Semester in Program? When do you expect to graduate?
2. What opportunities does your university provide you to enhance your graduate employability (i.e. get a good job and keep it after graduation from university)?
3. Is the onus mostly on you to develop your own graduate employability skills (i.e. self-initiated and independent) or is this a well-developed and/or formal part of your university experience?
4. What is good about the graduate employability supports your university offers?
5. What should be improved about these graduate employability supports?
6. If you were to create a new university-driven graduate employability support system, what would it be like?
7. What are the key strategies that you believe will help you with graduate employment?
8. Do you think that the graduate employability supports and strategies that your university provides will help you to get a good job?
9. To date, what approaches have you taken to enhancing your employability?  
(e.g. attending career fairs, participating in internships...)
10. When did you start participating in graduate employability supports and strategies? (i.e. in your first semester, in your final semester ...)
11. Do you expect to get a job directly related to your degree? Describe.
12. What attributes, characteristics and transferable skills do you think are important to your employment success?
13. Did your university play an active role in helping you develop these attributes, characteristics and transferable skills? What did they do?
14. What would you describe as the employer's role in helping you learn your new job and developing with the organisation? Where and when does the university's responsibility end and the employer's begin?
15. Is there anything else that you would like to tell us about graduate employability supports at your university or those you expect through your future employer?



## **Graduate Employability OLT Project**

### **Questions for Graduates/Alumni (Interviews & Focus Groups)**

1. Are you currently employed? Describe role and employer (including location).
2. If so, are you happy with this outcome?
3. Do you see yourself as having opportunities for continued learning and/or promotion with your current employer?
4. Would you describe this job as a newly emerging career (i.e. one that would not have existed five or ten years ago)? Explain.
5. Where will you be working now and in the future? Metropolitan? Regional? Rural? Overseas? Does the response to this question have any relationship to your employability?
6. What opportunities did your university provide you to enhance your graduate employability (i.e. get a good job and keep it after graduation from university)?
7. Was the onus mostly on you to develop your own graduate employability skills (i.e. self-initiated and independent) or was this a well-developed and/or formal part of your university experience?
8. What was good about the graduate employability supports from your university?
9. What should be improved about these graduate employability supports?
10. If you were to create a new university graduate employability support system, what would it be like?
11. What were the key strategies that you believe helped you with graduate employability?
12. Would you credit your university with providing the graduate employability supports and strategies that helped you to get a good job?
13. What approaches did you take to enhance your employability?  
(e.g. attending career fairs, participating in internships...)
14. When did you start participating in graduate employability supports and strategies? (i.e. in your first semester, in your final semester ...)
15. Is your job directly related to your degree? Describe.
16. What attributes, characteristics and transferable skills do you think are important to your employment success?
17. Did your university play an active role in helping you develop these attributes, characteristics and transferable skills? What did they do?
18. What would you describe as the employer's role in helping you learn your new job and developing with the organisation? Where and when does the university's responsibility end and the employer's begin?
19. Is there anything else that you would like to tell us about graduate employability supports at your university or through your employer?

## **Graduate Employability OLT Project**

### **Questions for Educators (Interviews & Focus Groups)**

1. Describe your current educator experience.  
University? Private or Public? Faculty? Program? Teach Undergraduate or Postgraduate?  
How long have you been employed at the university? Position & Title?
2. Would you classify the programs you teach into as any of the following:  
Humanities? Visual/Performing Arts? Life Sciences? Computer Science?
3. What opportunities does your university provide students to enhance their graduate employability (i.e. get a good job and keep it after graduation from university)?
4. With which of these opportunities and strategies are you directly involved? Describe.
5. How have these strategies been developed, refined and improved over time?
6. Which strategies and support do you believe are most effective? i.e. How should universities and educators help students/graduates become employable?
7. At your university, is the onus mostly on your students to develop their own graduate employability skills (i.e. self-initiated and independent) or is this a well-developed and/or formal part of their university experience?
8. What is good about the graduate employability supports your university offers?
9. What should be improved about these graduate employability supports?
10. If you were to create a new university-driven graduate employability support system, what would it be like?
11. What are the key strategies that you believe help your students with graduate employment?
12. Do you think that the graduate employability supports and strategies that your university provides help your students to get good jobs upon graduation?
13. Do you have any stand-out stories about particular graduates and their employment or about successful support initiatives with which you have been involved? Describe.
14. Do your students/graduates get jobs directly related to their degrees? Describe.
15. What are some of the jobs in which your graduates have gained employment?
16. Where? Metropolitan? Regional? Rural? Overseas? Do graduates in certain of these locations have to have additional skills/experiences/attributes? Have you observed global differences in graduate employability?
17. What are employment rates from your program of studies? Has this improved or decreased over time?
18. What attributes, characteristics and transferable skills do you think are important to your graduates' employment success?
19. Does your university play an active role in helping your students develop these attributes, characteristics and transferable skills? What do they do?
20. What would you describe as the employer's role in helping graduates learn their new jobs and developing with the organisation? Where and when does the university's responsibility end and the employer's begin?

21. Is there anything else that you would like to tell us about graduate employability?

### **Graduate Employability OLT Project**

#### **Questions for Employers (Interviews & Focus Groups)**

1. Describe your experience as employer. [Name of Company/Organisation? Number of employees in the organisation? Industry? Your title? Brief description of your role? Your role in relation to new employees?]
2. Would you describe your employment as a modern enterprise? In other words, considering the type of positions and roles which exist now – would they have existed five or ten years ago? Explain.
3. Have you hired university graduates? When? How many? How often?
4. If so, are you happy with these hiring decisions? Explain.
5. Where? Metropolitan? Regional? Rural? Do you require any of these graduates to have additional skills/experiences/attributes?
6. Would you have hired these employees with or without a degree?
7. What types of degrees do you look for when hiring?
8. If you have multiple locations globally, are there cultural differences in graduate employability? e.g. Do recruiters/employers in some countries/locations care more about the specific degree studied than in other countries?
9. Do you hire graduates from each of the following degrees? Why or why not? Humanities? Visual/Performing Arts? Life Sciences? Computer Science?
10. Do you consider which university they attended?
11. To what extent do you consider grades in university?
12. Describe your employment process. Recruitment? Application? Selection? Probation? Training, Development and Mentoring? Retention? Promotion and Continued Learning? Do you have a formal graduate development program? Describe.
13. What makes an applicant stand-out? In other words, why did you hire these particular employees over the other applicants? What makes an employee stand out?
14. Do you see yourself as giving opportunities for continued learning and/or promotion to your university graduate employees?
15. To your knowledge, what opportunities did the employee's university provide the students/graduates to enhance their graduate employability (i.e. get a good job and keep it after graduation from university)? Which of these strategies matter to you? i.e. which graduate employability strategies stand out in applications and influence hiring decisions?
16. What was good about the way in which the graduate's university prepared them for employment with your company?
17. What should be improved?
18. If you were to create a new and better university program, what would it be like?
19. What attributes, characteristics and transferable skills do you think are important?
20. Which of these are developed through university education? How?

21. What would you describe as the employer's role in helping new employees learn their job and develop with the organisation? Where and when does the university's responsibility end and the employer's begin?
22. What do you (as employer) do to enhance graduate employability and how have these strategies been developed, refined and improved over time?
23. Is there anything else that you would like to tell us about graduate employability?

# Appendix G: Interview & Focus Group Analysis Worksheet

OLT Commissioned Project Grant RR-B-143 Graduate Employability

Transcript analysis

## Interview details

Date:

Interviewee(s):

Stakeholder group represented:

Interviewer(s)

Reviewer:

Date of analysis:

## Process Overview

*Each interview and focus group has been transcribed verbatim. Each transcript will be reviewed by a minimum of two team members using this proforma. The Project Manager (PM) will compare and contrast responses. If there is 80% or higher agreement across reviews, the PM will collate the responses into a master proforma. If there is less than 80% agreement, the PM will send the transcript out to additional reviewers until a minimum 80% agreement is reached.*

*Each team member can expect to receive approximately 30 transcripts to review in total. Each review takes approximately one hour. All reviews are due 30 September 2014. Please submit to the PM as each is completed.*

## General comments

*Write a short paragraph after reading the entire transcript. This is a synopsis or executive summary. In the paragraph, provide information about the context of the matter discussed. e.g. Was the interview about a particular employer or about a university program of studies? Describe the role of the person being interviewed. Are there notable overall features of their experience and/or perspective?*

[Insert paragraph here.]

## Key Words

*Provide a dot-point list of verbatim key words that frequently occur and/or are emphasised throughout the transcript. e.g. real-world, stand out, self-motivation, distinctive difference, misinformed*

- [Insert dot-point list here.]

## Major themes

*Note 3-6 central themes that are prominent throughout and/or strongly emphasised in sub-sections of the transcript. After each sentence, provide some elaboration and/or a key quote verbatim from the transcript. An example follows.*

1. *Universities have an obligation to create opportunities beyond coursework (co-curricular) for students to develop graduate attributes and then acknowledge students who have extended themselves.*

*Janelle: "What I want to see is what extra stuff have you done. What extra things did you do at university because ..... you've got to stand out from each other."*

*Tim: "And, if you believe in the idea of co curricular then it's about developing the whole person not just having the technical skill ... We [educators] have to create the environment in which this [ability to action self-motivation] can happen ... Where somebody has made a major commitment or really made a significant improvement, that to my mind should be recognised.... And, those goals of achievement should be better articulated. And, I don't think that they are really"*

[Insert themes and supporting data here.]

## Challenges and Solutions

*Were any specific challenges emphasised and accompanying solutions described? For example, did an interviewee describe a particular graduate employability problem and then describe what they put in place to resolve that problem?*

[Insert challenges and solutions here.]

## Practical Strategies

*Were there any practical strategies that should be noted and included in the final report? i.e. Are there innovations and ideas that may be useful to others?*

[Describe practical strategies here.]

## Enhancement of Graduate Employability

*If the interviewee / focus group attendees specifically addressed their views about actions, supports and strategies that enhance graduate employability, summarise these here.*

[Describe enhancement of graduate employability here.]

## Graduate Attributes

*Insert a dot-point list of adjectives used to describe employable graduates. To be relevant, all terms should complete the sentence, "This graduate shows \_\_\_\_." Sample terms are "confidence, passion and resilience." These terms must be verbatim from the transcripts.*

- [Insert dot-point list here.]

## Core Work Skills

*These are commonly known as transferable skills or soft skills. These are the employability skills that are situated across disciplines. Examples include, "leadership, communication, negotiation, advocacy, decision making and problem solving." Include the words verbatim from the transcript.*

- [Insert dot-point list here.]

### **Technical or Discipline-Specific Skills**

*List and/or describe the technical and/or discipline- specific skills that are discussed in the transcripts. Also include comments made about hiring from generalist versus degree-specific programs and whether there is greater emphasis placed on technical / discipline-specific or core work skills. Quote the transcript e.g. “we believe in developing the whole person not just having technical skills.”*

[List / Describe data on technical or discipline-specific skills here.]

### **Literacy**

*Does the transcript address literacy? Numerical? English-language? Digital? Technical / Professional? If so describe here. e.g. “It is critically important that graduates demonstrate their literacy on resumes and cover letters. What message does it send to employers if they can’t spell?”*

[Describe literacy data here.]

### **Sustainability**

*Did the transcripts specifically reference “sustainability” or long-term continuance or protection of our planet and resources? If YES, describe or quote here. If NO, insert the phrase “did not emerge in transcripts.”*

[Describe sustainability data here.]

### **Change Implementation Savvy**

*Did the transcripts specifically reference the need for graduates to address and/or have skills in managing / implementing change and/or address how students / graduates have to be comfortable with rapid change? If YES, describe or quote here. If NO, insert the phrase “did not emerge in transcripts.”*

[Describe change data here.]

### **Reflective Position on Tacit Assumptions**

*Did the transcripts specifically reference the need for students /graduates to be reflective and/or develop a position / perspective / stance on current and contemporary issues? If YES, describe or quote here. If NO, insert the phrase “did not emerge in transcripts.”*

[Describe reflective position data here.]

### **Creative and Inventive**

*Did the transcripts specifically reference creativity and / or inventiveness and / or synonyms? If YES, describe or quote here. If NO, insert the phrase “did not emerge in transcripts.”*

[Describe creativity / inventiveness data here.]

# Appendix H: Outputs / Deliverables

## National Graduate Employability Symposium Evaluation Report

### National Graduate Employability Symposium Evaluation Report - 2014

The three main highlights of the National Graduate Employability Symposium of Bond University Led Commissioned Project were as follows:

- The Symposium fostered conversation between students, graduates, employers, educators and career development professionals.
- Leaders of the other two commissioned projects accepted the invitation to present at the Symposium of the Bond-led Project - feedback on the evaluation forms indicated that the attending delegates appreciated the opportunity to hear about the three commissioned projects together through a single event.
- Feedback from delegates indicated that there was evidence of impact to team members, immediate students, through spreading the word and through broad opportunistic adoption.

There were 150 registrations: 77 from Bond and 73 external.

Thank you to Professor Brailsford and to the Office of Research Services for providing additional funding beyond that budgeted in the commissioned project, to extend the impact to additional delegates.

Of the registrants, the following stakeholder groups were represented in the following proportions:

- Students 34 per cent
- Educators 32 per cent (from 21 universities across Australia)
- Career development professionals 17 per cent
- Graduates 7 per cent
- Employers 5 per cent
- Professionals (some of whom may well be current or future employers) 5 per cent

Keynote Addresses and Panels were evaluated on a 5 point Likert scale. The team received a range of 16-37 evaluations on each session.

The Keynote Addresses averaged 4.7/5

The Evaluation ratings across all Panel Sessions had a mean of 4.6/5. The range was 4.3 on the Leadership Panel to 4.8 on both the Graduate and Career Development Professionals Panels.

In addition to comments on the evaluation forms, the team received a flood of unsolicited email feedback. Here are direct quotes from six of these, as they all speak to impact.

#### 1. Student (Undergraduate)

"I think as a student, it was really helpful to listen to the research, employer, graduate and career development panels to understand that employability is more than just academic achievement. It was an eye opener to see that sport and community engagement played a big part in the company's selection criteria. I connected and established networks with educators from other institutions and asked for advice on the pathways I should take after university."



## **2. Educator (non-Bond)**

"The symposium last week was very useful. It was well organised and in a great location. I particularly liked the contributions by industry people (GE, Ericsson, etc.) and by your students (some of highlights of which I related to my engineering students in yesterday's lecture)."

## **3. Student (Postgraduate)**

"In my opinion, this initiative is unparalleled. I sincerely believe that there will be positive progress in the nearest future where all ideas from this symposium will be converted into measurable action plans."

## **4. Employer**

"Great symposium. I have had several students follow-up with me following my presentation."

## **5. Career Development Professional**

"For me, the value was, in particular, in the fact that representatives from all stakeholder groups spent two days thinking, talking and reflecting on this important topic in one spot. Very rare that happens."

## **6. Educator (non-Bond)**

"May I say how impressed I was with the students, past and present, I met over the two days. They are all people who are most impressive ambassadors and a great credit to the university."

49 Feedback Forms received

**Table 7: Graduate Employability Symposium Feedback Day 1**

Graduate Employability Symposium Feedback	VG	Good	Avg	Fair	Poor	Total	Total
<b>Day 1</b>							
<b>Welcome:</b> Aunty Joyce, Di Weddell, Ketiha Dunstan	18	14	2	1		35	4.4
<b>Keynote: Employability and Human Capital:</b> Host: Assoc. Professor Linda Crane, Bond University Mr David Arkell, Leader-Human Resources, GE Australia and New Zealand	29	6				35	4.8
<b>Panel: OLT Commissioned Projects:</b> Chair: Professor: Sally Kift, James Cook University <ul style="list-style-type: none"> <li>Assoc. Professor Shelley Kinash, Bond University</li> <li>Professor Dawn Bennett, Curtin University</li> <li>Assoc. Professor Margaret Jollands, RMIT University</li> </ul>	15	20	2			37	4.4
<b>Leadership Panel:</b> Chair: Assoc. Professor Shelley Kinash, Bond University <ul style="list-style-type: none"> <li>Professor Keitha Dunstan, Bond University</li> <li>Assoc. Professor Angela Carbone, Monash University</li> <li>Professor Geoffrey Crisp, RMIT University</li> </ul>	16	16	4			36	4.3
<b>Employer Panel:</b> Chair: Professor David Dowling, University of Southern Queensland <ul style="list-style-type: none"> <li>Mr David Arkell, GE Australia &amp; New Zealand</li> <li>Ms Teigan Margetts, Ericsson</li> <li>Ms Kearin Lowry, McConachie Stedman</li> <li>Mr Rohan Holland, ReadyGrad</li> </ul>	22	10	2			34	4.6
<b>Dinner</b>	4	1	1			6	4.5

**Table 8: Graduate Employability Symposium Feedback Day 2**

Graduate Employability Symposium Feedback	VG	Good	Avg	Fair	Poor	Total	Means
Day 2							
<b>Overview:</b> Assoc. Professor Angela Carbone	9	8		2		19	4.3
<b>Keynote: Competitive Sport and Employability:</b> Host: Assoc. Professor Linda Crane, Bond University Mr Don Knapp, CEO Australian University Sport	14	5		1		20	4.6
<b>Graduate Panel: Chair: Mr Matthew McLean</b> <ul style="list-style-type: none"> <li>Ms Meghan Hopper, Council of Australian Postgraduate Associations</li> <li>Mr Bryan Leong, GE Australia and New Zealand</li> <li>Ms Hollie Gordon, Milaana</li> </ul>	17	5				22	4.8
<b>Student Panel: Chair: Ms Madelaine-Marie Judd</b> <ul style="list-style-type: none"> <li>Mr Zen Knezevic, Bond University</li> <li>Mr Rupert Holden, Bond University</li> <li>Mr Jake Rischbieth, Bond University</li> <li>Ms Tessa Daly, Bond University</li> </ul>	17	4	1			22	4.7
<b>Educator Panel: Chair: Dr Cecily Knight</b> <ul style="list-style-type: none"> <li>Mr Mark Tolson, Victoria University</li> <li>Assoc. Pro Elizabeth Santhanam, Australian Catholic University</li> <li>Professor Darrell Evans, Monash University</li> <li>Adjunct Professor Grace Lynch, RMIT University</li> </ul>	11	8	2			21	4.4
<b>Career Development Professionals Panel: Chair: Ms Kirsty Mitchell</b> <ul style="list-style-type: none"> <li>Mr Martin Smith, University of Wollongong</li> <li>Ms Margo Baas, Griffith University</li> <li>Dr Alan McAlpine, Queensland University of Technology</li> </ul>	13	3				16	4.8
<b>Closing and Practical Goal Setting:</b> Assoc. Professor Shelley Kinash	7	2	1			10	4.6

**Table 9: Overall feedback and comments**

Overall feedback / comments	Content you would like to see in future/similar events
Beautiful dinner but to reduce wastage (and save money) would be great to ask people as part of the registration process if they are attending one or both days including conference dinner, lunch and first day. There were a number of people who did not know lunch was available on day 1. I also would not have the symposium over the weekend. The size of the audience was very disappointing on day 2.	All highly relevant and would be good to hear from professional/industry bodies such as Engineers Australia on what they are doing to help on the topic of employability. Are they helping students get work – not just imposing professional practice guidelines.
Good perspective and coverage, simple take home messages that were useful.	Creator of Contiki Tours and more on sport and employment.
Great to bring the groups together! Thank you!!	Content development for educators.
Not held on a Saturday might get more numbers as it's hard with other personal commitments.	More from employers please.
Geoffrey Crisp's presentation was fantastic. Innovative thinking and good direction.	Diversity of perspectives is excellent. Thank you.
The employer panel was (in some cases) more focused on upselling their institution rather than what they were doing towards graduate employability.	Potential rather than correct.
The employer panel was excellent for students. David Arkell was brilliant too.	Employer Panel & Keynote.
An excellent day hearing from multiple stakeholders.	Better advertisement to students in university, highly valuable information.
Great perspective from employers (from student).	A debate.
Geoffrey Crisp: Excellent thought provoking & constructive presentation. Thank you! Angela-V.G., Kieran-V.G. attitude, considered, practical. Rohan-Good point "Don't think, Do!"	Health Science & Technology sector.
Great-Thank you. Wish more people from my university were here.	International Student Panel.
Interesting discussions.	I would like to see more diversity in students and graduates showcased i.e. not just Bond sourced, so we can get broader input on perspectives, challenges experience. So maybe a few QUT, Griffith etc.
Keynote speaker was fantastic. Audience questions & responses excellent-so interesting to hear from all different stakeholders.	Small employers (do they say the same thing as the big ones?), community groups (e.g. not-for-profits that can also provide opportunities).

Overall feedback / comments:	Content you would like to see in future/similar events:
Hope there would be more speakers from the science and technology sector.	Connections between activities undertaken at university & confidence in work interview/applications processes – How did what we delivered contribute to performance on job seeking?
Would be great to hear the small business perspective on recruitment. Most big business recruitment i.e. Assessment centres are not methods for small business. Resumes etc. are still important.	A focus on some specific strategies- it's one thing to look at "institution-wide strategies" and "change academic mindsets." I would love to see examples of where this has happened, the challenges and how it was overcome. Bond was the only one to present this (I'm not from Bond just thought it was great).
Great event, more time for Q&A.	I would be happy to speak on the importance of numeracy & spread sheeting skills.
Hope there will be more life science grads/employers next time. It was really good.	I would like to hear about the next stages of the research projects that are currently underway.
Brilliant, loved the opportunity to network with grads, students, employers, educators. Great 360 insights.	
Great two days!	
Great to hear from employers.	
Would have been nice to see range of universities represented to see if it's the same-(comment on Student Panel session).	
Terrific event, Shelley was very impressive, engaging, entertaining and other presenters well prepared & connected to the topic.	
Excellent speakers but may be too many of the same format and too many panels. I'm concerned about the ethics of including a provider on the employer panel-it was an ad! That was why I gave "fair": Teigan and Keiran's presentations were excellent.	
Excellent-love Boris in evidence.	

Overall feedback / comments:
Fantastic food for thought across both days. Wonderful to hear so many different perspectives, I have lots of practical ideas to implement but it will take me some time to synthesise everything in my mind.
Very useful. I am a mathematician and was interested to note no discussion whatsoever on numeracy skills (except a brief mention by speaker from ACU). Very good networking. Thank you very much for the invitation.
I loved Dawn Bennett's presentation, encapsulated the issues we career counsellors have been dealing with for the past two decades. Great Work!
I'm so impressed with the leadership of Keitha and Shelley and it's obvious that your drive and enthusiasm are culminating in incredible results. Being able to harness talent across multiple universities is not the easiest task but you have managed it and the outcomes are going to be useful for the entire sector. I am a big fan of Sally Kift as well and I'm proud that a small group of incredibly talented academic women are really forging a new pathway through difficult territory.
Thank you Keitha, Shelley, Madelaine, Kirsty and team. I can't believe I was able to attend such a high quality event at no charge. I enjoyed hearing from the student panel as a highlight, congratulations; your students are truly impressive.
Very enjoyable & informative. Perhaps the inclusion of international students and employers of international students would have sounded out the conversations as perhaps PG, given their importance and their specialised areas. But thoroughly interesting. Bond also looked after everyone well. Your university is beautiful and are well placed to deliver a personalised experience compared to larger universities.

## Graduate Employability Framework

# Graduate Employability Framework



**Graduate Employability**  
Graduates – Students – Employers – Educators  
[GraduateEmployability.com](http://GraduateEmployability.com)

Graduate employability means that higher education alumni have the developed capacity to obtain and/or create work. Graduate employability has ten elements.



1) **A higher education degree** – the figure in the image is standing in the shape of a T. The body represents the specialisation of the degree. In order to be employable, the student/graduate extends oneself, reaching out for a broad-based and full experience.



2) **Respectable grades or levels of achievement in the degree** – grades are a factor in employability but study should not be pursued to the exclusion of other student experience.

3) **Knowledge** – employable graduates have a broad knowledge spectrum and the ability to apply that knowledge, including emotional intelligence.



4) **Career focus and goals** – whereas students are encouraged to be open-minded and widely pursue their options, focus and an intentional career pathway often advance employability.

5) **Identity** – the figure in the image is wearing a 'Me' medallion. This represents the central importance of identity. Successful graduates have confidence, defined career goals, explicit self-awareness and are able to communicate their employability profile to future employers.



6) **Match between industry employment vacancies and type of degree** – long-term hiring patterns should be considered when selecting a discipline.

7) **Internships/Work Experience** – students have pursued opportunities to experience the desired industry and network with employers and professional associates.



8) **Skills** – employable graduates are able to apply their knowledge and skills to work within their chosen industry and identify strategies to facilitate transferability to other workplaces.



9) **Attributes** – employability behaviours such as teamwork, resilience and flexibility are nurtured in the broader context of family, friends and community and reinforced in higher education.



10) **Co-curricular** – students have actively engaged in a broad-based variety of experiences (relative to the needs and resources of diverse students) such as sport, volunteer work and student leadership positions. Higher education has supported, embedded and acknowledged these relevant activities in the program of studies. This also gives students contact with a wide range of contacts, such as Career Development Professionals and Professional Bodies (represented by “Other Networks” on the diagram.)



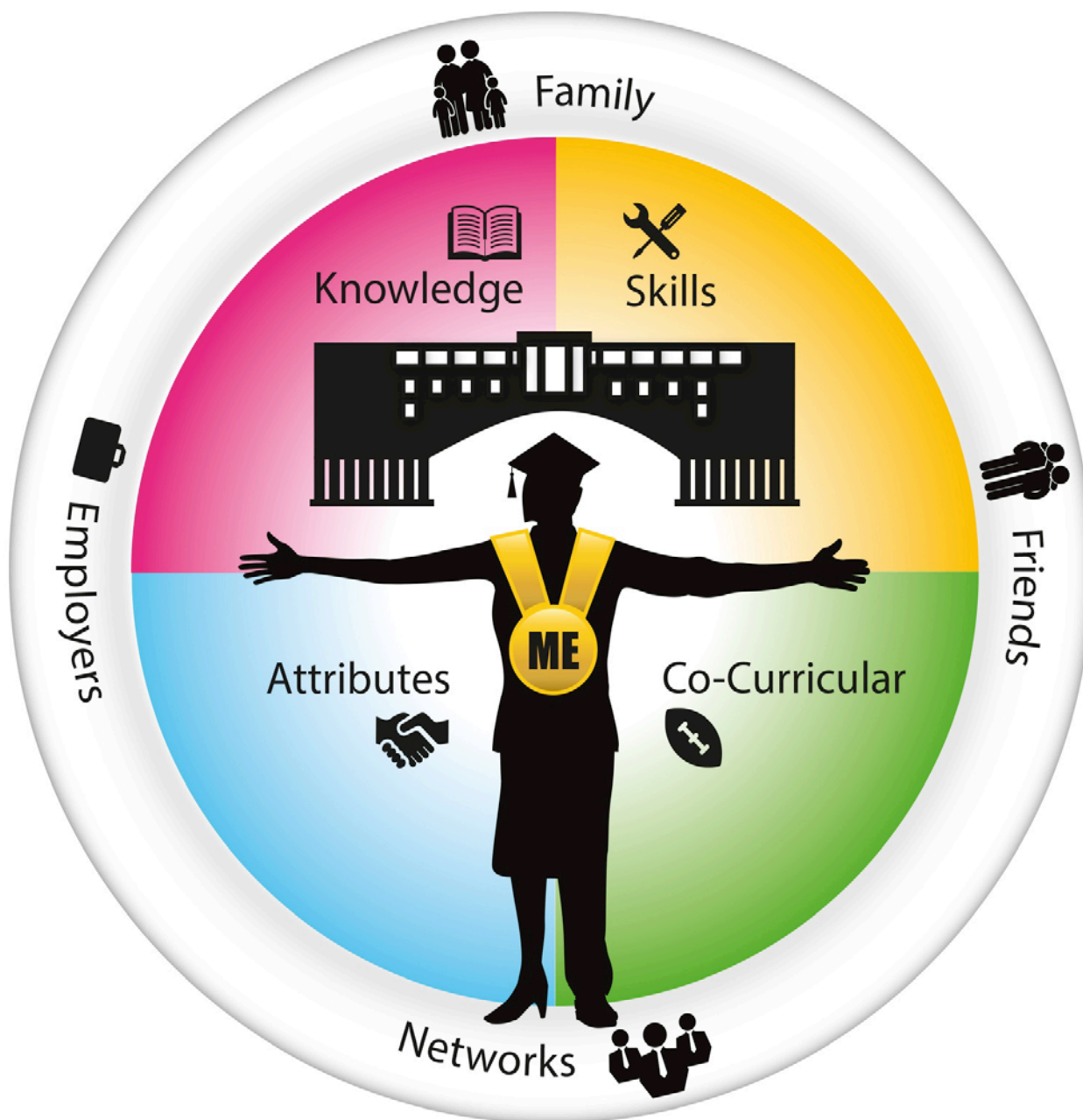
Kinash, S., Crane, L., Judd, M.-M., Mitchell, K., McLean, M., Knight, C., & Dowling, D. (2015). Graduate Employability Framework. Supporting graduate employability from generalist disciplines through employer and private institution collaboration. [www.graduateemployability.com](http://www.graduateemployability.com)

Funded and supported by the Australian Government Office for Learning and Teaching.  
Icons made by Freepik from <http://www.flaticon.com> licensed under CC BY 3.0 Design by Christian King



# Graduate Employability Framework

This framework is designed for students, graduates, employers, higher education academics and career development professionals based on the data from over 700 surveys and 85 interviews/focus groups. Support for the production of this framework has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this framework do not necessarily reflect their views.



**Graduate Employability** means that higher education alumni have the developed capacity to obtain and/or create work.



**BOND UNIVERSITY**  
GOLD COAST, AUSTRALIA



**JAMES COOK UNIVERSITY**  
AUSTRALIA



**ACPET**  
AUSTRALIAN COUNCIL FOR  
PRIVATE EDUCATION AND TRAINING



**Figure 4: Graduate Employability Framework**



# Appendix I: Evaluation Report

## **Evaluation Reflections Bond University – SP13-3239 Supporting graduate employability from generalist disciplines through employer and private institutions**

### **Background**

The aim of this project was to collect, collate and disseminate existing best practice strategies and emerging innovations to improve employability of higher education graduates from the disciplines of humanities, visual/performing arts, life sciences, and computer science. A core project outcome was to derive and disseminate recommended practical strategies to improve graduate employability.

The guiding focus of the evaluation was to determine if the project's aims were achieved and outcomes delivered within budget and on time. The original project timeline had an anticipated start date in November 2013 with completion in late October 2014 which was modified due to the late commencement of all the 2013 Strategic Commissioned projects.

The intended outcomes were:

- Full case studies of successful graduate employability with explicit information as to the success factors.
- Sets of recommendations for students, educators, graduates (Alumni) and employers about graduate employability success strategies informed by rich data.
- Project website
- National symposium

### **Evidence**

The first interactions between the Project and Evaluation Teams were at the OLT workshop in April 2014 for all 2013 Strategic Commissioned Projects. Within the Graduate Employability Cluster area there were three different project teams including this one lead by Bond University, Associate Professors Shelley Kinash and Linda Crane.

In order to identify that the project's aims were achieved and outcomes delivered involved the utilisation of both formative and summative evaluation strategies. The Evaluation team was provided access to the project team's shared documentation space via Dropbox and were included in all project team communications. In addition a member of the evaluation team was a participant in virtual and face to face project, reference group and inter-cluster meetings. During the lifecycle of the project the evaluation team was able to provide input for progress reports, development of frameworks, and analysis from surveys and national symposium.

### **Project Management**

It has been documented that effective project management has the following elements:

- Identifying requirements,
- Establishing clear and achievable outcomes,
- Balancing the competing demands for quality, scope, time and cost,
- Managing the expectations of various stakeholders, and
- Adapting plans to overcome challenges.

From a Project Management perspective, the project was well managed and all stakeholder groups were involved. There could have been greater involvement from the Project Reference Group as a whole rather than individual involvement to foster greater dialogue and shared project knowledge among all members. The effective and significant communication and collaborations with the other

two project teams in this cluster area was a strong positive. The project team was instrumental in leading and shaping this inter-cluster collaboration.

From the outset it was evident that this was an active, enthusiastic and well-led project with clear project goals and strategies. This project team was much further advanced than the other two project teams within the graduate employability cluster as it had already sought and gained ethics approval for the surveys phase. The project team also had a critical friend in place, Professor Sally Kift, and were well advanced with all aspects of project execution. Another strength of this project was leadership, from the two project co-leads as well as the dedicated project manager Madelaine-Marie Judd who demonstrated strong professional commitment and kept everything and everyone on track whilst maintaining a positive outlook.

### **Achievement of Outcomes**

This project successfully increased internship and co-curricular opportunities for students and graduates. It also enabled improved awareness and alignment of perspectives between students, graduates, employers, educators & career development professionals. One finding from the project was there is evidence of variance in perspectives between students, graduates, employers and higher education personnel regarding how to approach the overall higher education experience in order to improve employability outcomes for graduates. This finding evolved from over 700 valid survey responses distribution across all stakeholder groups and over 145 participants in in-depth interviews and/or focus groups.

While there were over 700 valid surveys the distribution of responses across all stakeholder groups was varied. The overall response rate was commendable; however some of the specific statistical fields were relatively small, achieving the requisite size for valid statistical measures of significance, but at minimum confidence intervals. While it is difficult to draw substantive and generalisable conclusions from such a small number (53) of employers combining the findings from this project with the other two projects in the Graduate Employability Cluster will strengthen the overall impact for the OLT.

The two day National symposium was a success with over 150 delegates from 21 Australian universities featuring participants from all four stakeholder groups: student, graduate, employer and higher education personnel.

The website ([www.graduateemployability.com](http://www.graduateemployability.com)) is live with over 3700 views to date and is still in the process of developing resources including the eleven different case studies incorporating feedback from over 85 in-depth interviews and focus groups providing tips and strategies for students, graduates, employers and academics. To date there have been four publications and nine presentations highlighting and sharing the outcomes from this research project in addition to a sustainable network and presentation at the the *Australian Council for Private Education and Training* (ACPET) 2014 conference.

Furthermore, a supplementary impact was attained via the engagement of several project team members with the G20 Summit. The different levels of engagement included:

- Madelaine-Marie Judd (Project Manager) was recruited as Deputy Director of the QLD Branch of the G20 Research Group
- MMJ participated in the Media Rooms of both the overall G20 Summit and the Young Entrepreneur Summit
- A project research report informed the recommendations of the Business20 Human Capital Taskforce
- Delegates of the Taskforce presented at the National Symposium

- Twelve Bond University student interns were recruited and supervised to write compliance reports for the G20 Research Group.

### **Summary**

On the whole it was a pleasure to work with this well led team that achieved not only its project outcomes but also extended impact in a number of areas. It is recommended that inclusion of inter-cluster collaboration as a requirement for future proposals of strategic commissioned grants will benefit the collective and individual impact of projects. This will enable clear guidelines to be established and expectations managed for how project teams within the same priority cluster will collaborate.

One area for improvement is to ensure greater interaction with and between the Reference Group as a collective rather than mainly as individuals. This would also require building in greater time for feedback loops for input from all stakeholders including other project teams, reference group and evaluation team.

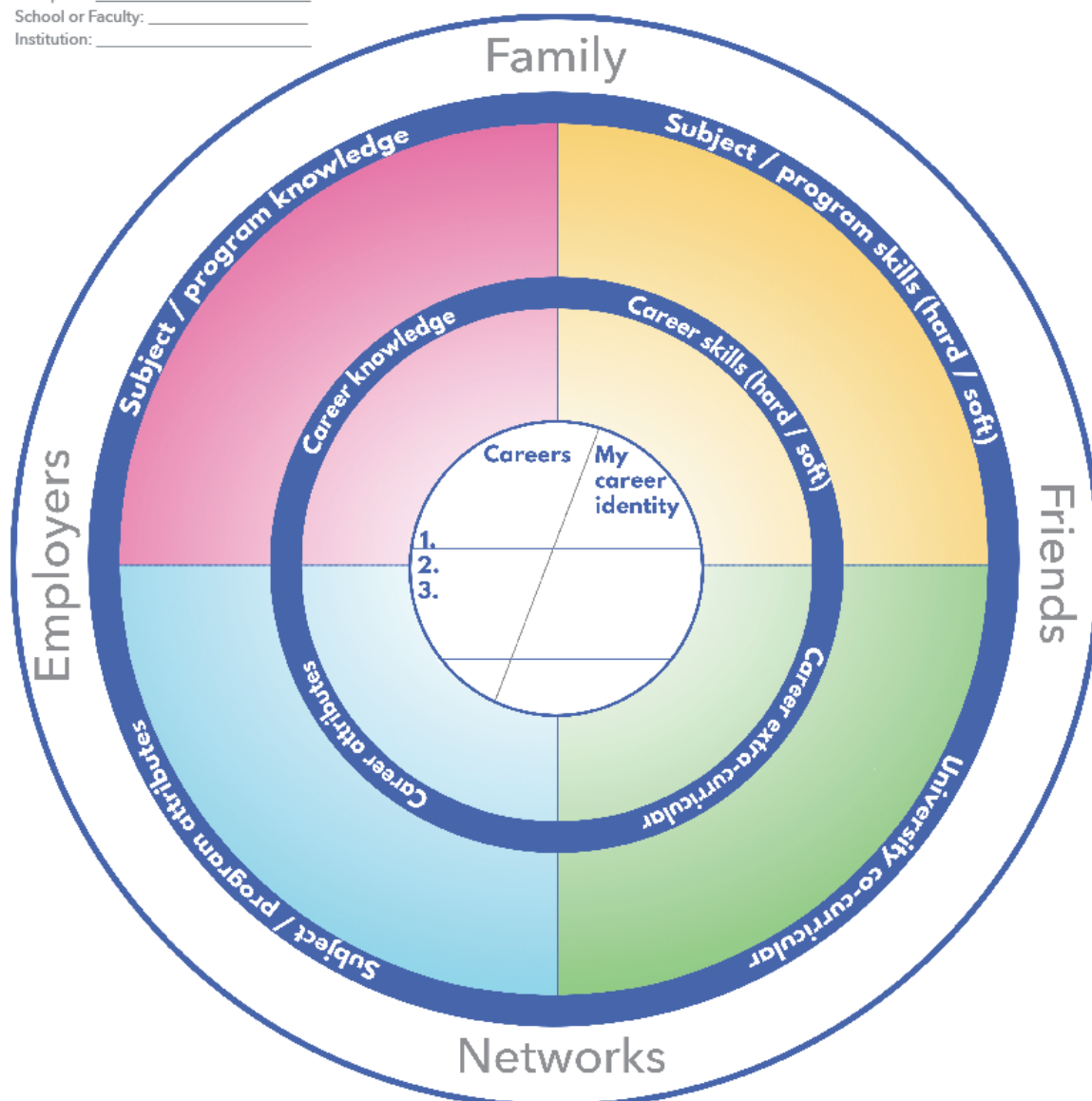
# Appendix J: Graduate Employability University Curriculum Worksheet

## GRADUATE EMPLOYABILITY IN THE EVERYDAY UNIVERSITY CURRICULUM

This worksheet has been designed to support students and educators to improve graduate employability in the everyday university curriculum. Graduate employability means that higher education alumni have developed the capacity to obtain and/or create work. It also means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce. This worksheet has been designed based on the data from 700+ surveys and interviews/focus groups, with 147 people. Support for the production of this worksheet has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this framework do not necessarily reflect their views.

Student Instructions: [graduateemployability.com/worksheets/student](http://graduateemployability.com/worksheets/student) Staff Instructions: [graduateemployability.com/worksheets/staff](http://graduateemployability.com/worksheets/staff)

Date: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Role/Title: \_\_\_\_\_  
 Discipline: \_\_\_\_\_  
 School or Faculty: \_\_\_\_\_  
 Institution: \_\_\_\_\_



Kinash, S., Crane, L., Judd, M.-M., Mitchell, K., McLean, M., Knight, C., & Dowling, D. (2015). Graduate Employability Worksheet. Supporting graduate employability from generalist disciplines through employer and private institution collaboration. <http://GraduateEmployability.com>



Figure 5: Graduate Employment University Curriculum Worksheet

# Appendix K: Graduate Employability Curriculum Staff Worksheet Instructions

## Graduate employability in the everyday university curriculum: Staff Worksheet Instructions

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This worksheet has been designed to support students and educators to improve graduate employability in the everyday university curriculum. Graduate employability means that higher education alumni have developed the capacity to obtain and/or create work. It also means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce. This worksheet has been designed based on the data from 700+ surveys and interviews/focus groups, with 147 people. Support for the production of this worksheet has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this framework do not necessarily reflect their views. Suggested reference for this worksheet:

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### *Instructions for worksheet completion*

1. Fill-in the date, your name and other information at the top of the page.
2. In the centre circle, insert the titles of three careers commonly achieved by students from your program / discipline and something that makes your graduates distinctive in recruitment, or in other words, what might make them stand-out among other graduates and serve as a personal brand (My Career Identity).
3. Move outwards to the next circle; this circle is about knowledge, skills, attributes and extra-curricular in your graduates' intended career/s. In the pink section, write-in what they will need to know to be successful in those careers. In the yellow section, write-in the hard and soft skills that they will need to have mastered. In the blue section, write-in the attributes that you expect will serve them well (e.g. critical thinking, communications). In the green section, write-in the extra-curricular that employers will look-for in recruitment (e.g. volunteer work).
4. Move outwards to the next circle; this circle is about knowledge, skills, attributes and co-curricular your students are learning through your subject and/or program. In the pink section, write-in what key knowledge they will be learning; a good place to look for this information is in the learning outcomes. In the yellow section, write-in the hard and soft skills that they will be developing; a good place to look for this information is in your assessment guidelines. In the blue section, write-in the attributes that they will be developing through this subject / program (e.g. critical thinking, communications); good sources of this information are your program and/or university graduate attributes. In the green section, write-in the co-curricular activities that you and/or your university will be supporting your students to participate in and weave into their studies (e.g. will you be encouraging them to reflect on the skills they are gaining through sport or student society leadership as part of assessment?)
5. Reflect on the alignment between the career circle and the subject/program circle. Is there a good fit between the knowledge, skills, attributes and extra/co-curricular activities between the career and university studies? Are at least some of the types of tasks they are undertaking as assessment similar to the types of tasks they will be undertaking within their careers?
6. Move to the outermost circle. These are the other factors and people who are key to your students' employability. To the right or left of the word "family" and "friends" write-in your recommendations to your students about how to access the supports they will need. Next to "networks" and "employers" write-in any and all contacts you have that will support your students' employability efforts.

Engage with the other resources, ideas and videos throughout our website. <http://GraduateEmployability.com>

### *Final Recommended Activity:*

Email us the contact information from the top of the worksheet, as well as three to six specific goals for improving your students' graduate employability. Remember to commit to completion dates for these goals. e.g. By the end of the semester, I will have invited three employers as a guest-panel to provide industry advice to my students. In six-months we will follow-up with you to see whether you have actioned your goals. Email: Madelaine-Marie Judd [mjudd@bond.edu.au](mailto:mjudd@bond.edu.au)



# Appendix L: Graduate Employability Curriculum - Student Worksheet Instructions

## Graduate employability in the everyday university curriculum: Student Worksheet Instructions

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This worksheet has been designed to support students and educators to improve graduate employability in the everyday university curriculum. Graduate employability means that higher education alumni have developed the capacity to obtain and/or create work. It also means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce. This worksheet has been designed based on the data from 700+ surveys and interviews/focus groups, with 147 people. Support for the production of this worksheet has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this framework do not necessarily reflect their views. Suggested reference for this worksheet:

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<http://GraduateEmployability.com>

### *Instructions for worksheet completion*

1. Fill-in the date, your name and other information at the top of the page.
2. In the centre circle, insert the titles of three careers you might consider and something that makes you distinctive in recruitment, or in other words, what might make you stand-out among other graduates and serve as a personal brand (My Career Identity).
3. Move outwards to the next circle; this circle is about knowledge, skills, attributes and extra-curricular in your intended career/s. In the pink section, write-in what you will need to know to be successful in those careers. In the yellow section, write-in the hard and soft skills that you will need to have mastered. In the blue section, write-in the attributes that you expect will serve you well (e.g. critical thinking, communications). In the green section, write-in the extra-curricular that employers will look-for in recruitment (e.g. volunteer work).
4. Move outwards to the next circle; this circle is about knowledge, skills, attributes and co-curricular you are learning through your subject and/or program. In the pink section, write-in what key knowledge you will be learning; a good place to look for this information is in the learning outcomes. In the yellow section, write-in the hard and soft skills that you will be developing; a good place to look for this information is in your assessment guidelines. In the blue section, write-in the attributes that you will be developing through this subject / program (e.g. critical thinking, communications); good sources of this information are your program and/or university graduate attributes. In the green section, write-in the co-curricular activities that your university will be supporting you to participate in and weave into your studies (e.g. will you be reflecting on the skills you are gaining through sport or student society leadership as part of your assessment?).
5. Move again to the outer circle. These are the other factors and people who are key to your employability. To the right or left of the word "family" write-in how your family supports your employability. Likewise for friends. Next to "networks" write-in the people or associations you should be getting to know and leveraging for employability while in university. Do not forget your professors and career development centre personnel. Finally, next to "employers" write-in particular employers that you would like to research and ideas for getting to know them during your studies.

We recommend that you return to this sheet, refining, revising and adding-to frequently throughout your university studies. Engage with the other resources, ideas and videos throughout our website.

<http://GraduateEmployability.com>

### *Final Recommended Activity:*

Email us the contact information from the top of the worksheet, as well as three to six specific goals for taking charge of and improving your graduate employability. Remember to commit to completion dates for these goals. e.g. By the 30<sup>th</sup> October, I will have met with my university career centre to apply for an internship. In six-months we will follow-up with you to see whether you have actioned your goals.

Email: Madeline-Marie Judd [mjudd@bond.edu.au](mailto:mjudd@bond.edu.au)

# Appendix M: Graduate Employability Achievement Statement

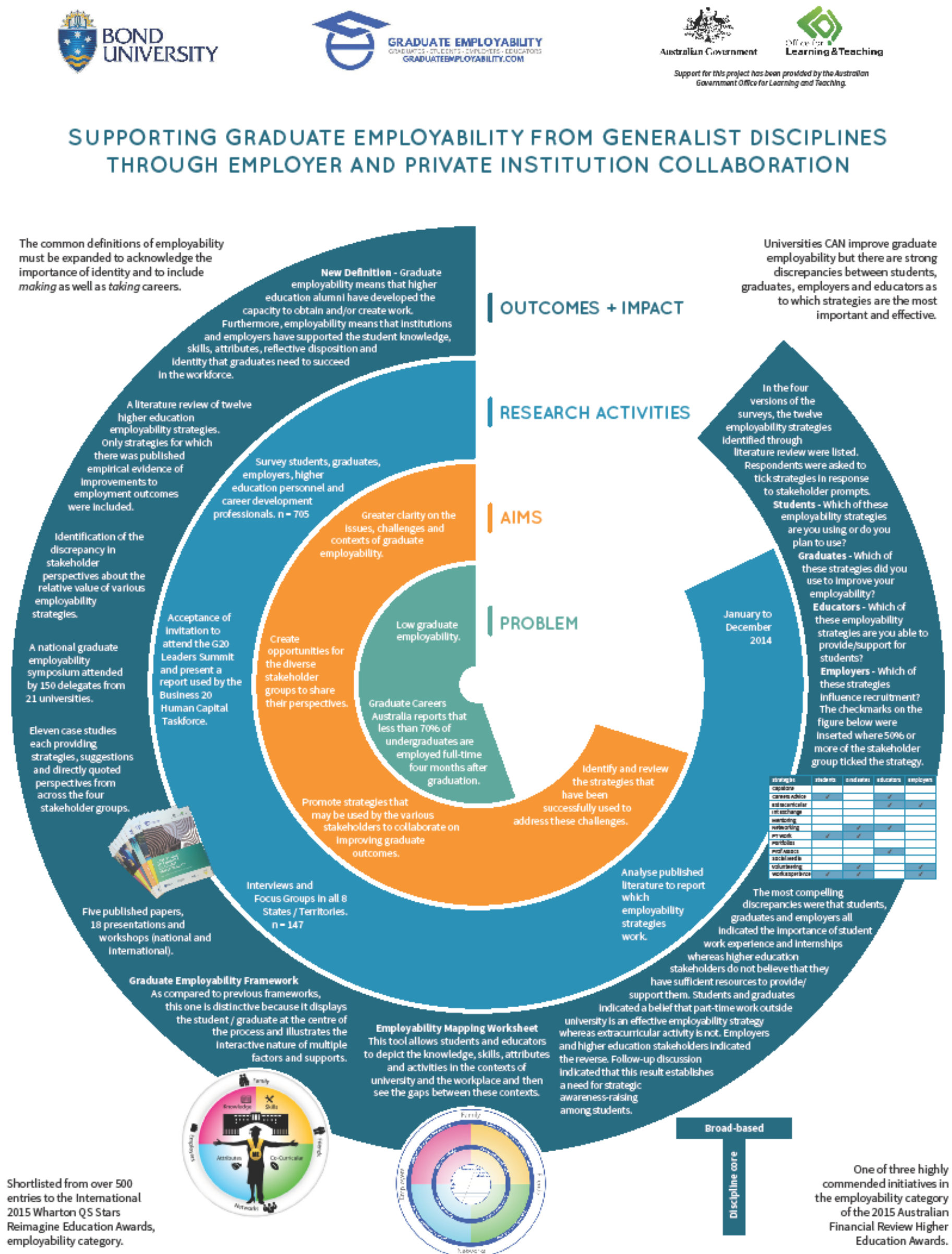


Figure 6: Graduate Employment Achievement Statement